

2000 MS IV Cadet Survey Findings

Data Collected in Spring of SY99-00

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Executive Summary

✓Demographics:

- Percent of cadets with military family background continues to grow (86%).
- Most fathers were enlisted (64%).
- Most cadets began in Freshman year but percent of cadets starting later is growing.
- Half of cadets say it takes longer than four years to graduate.

✓Scholarships and Cadet Finances:

- Whites were slightly more likely to get a scholarship.
- Cadets with scholarships indicate that scholarship is important to staying in school.
- 48% of all MS4 costs are paid through ROTC scholarship.
- About 65% of tuition costs are paid by scholarship for scholarship cadets.
- Non-Scholarship cadets rely on loans to pay for school.
- The number of 2 and 3-year scholarships are growing and 4-year declining.

✓Marketing and Recruitment:

- Influences on the Decision to Commission:
- While family influences participation, friends help retain cadets in the program.
- Career opportunities are the number one reason to commission.³
- Camp and EFTXs lead scholarship in contribution toward

Executive Summary Continued

✓Marketing and Recruitment continued:

- Work is a strong distracter to remaining in Army ROTC until commissioning.**
- Social events (along with fund raisers) are a distracter to commissioning.**
- Cadre influence to commission is growing.**
- Message that ROTC will help in a future career is still biggest sales point.**
- Cadets do not actively participate in recruitment, especially to high schools.**

✓Branching Decisions:

- Cadets chose their branch based on transferability of skills to private sector.**
- White cadets more often (9:5) chose combat arms than non-whites.**
- Chicanos, or Mexican-Americans, more frequently chose combat arms than whites, but Puerto Ricans were the least likely to choose combat arms.**

✓Cadet Attitudes About ROTC:

- Cadets learned the most through FTXs, leadership instruction and hands-on training.**
- Classroom instruction did not fare well in cadet opinion.**
- Social events were least likely learning environments but were**

Executive Summary Continued

✓Cadet Attitudes About ROTC continued:

- **Cadets feel more than sufficient (read too much) emphasis is placed on advanced camp preparation.**
- **Classroom space is mostly adequate.**
- **Cadets said that cadre are fine, but some cadets did point out the need for better quality and more quantity.**
- **Cadets said that more computers are needed.**
- **Cadets were strongly in favor of more and better training equipment.**

How the survey was conducted:

- ✓ The Purpose of the MS4 survey was to review program elements and determine the attitudes of successful cadets toward the ROTC program.
- ✓ The survey included several questions designed to determine how cadets responded to program elements and effects on commissioning.
- ✓ All schools were notified of the survey dates, and cadets completed the survey on the Internet.
- ✓ 1206 valid surveys were completed in April and May 2000.

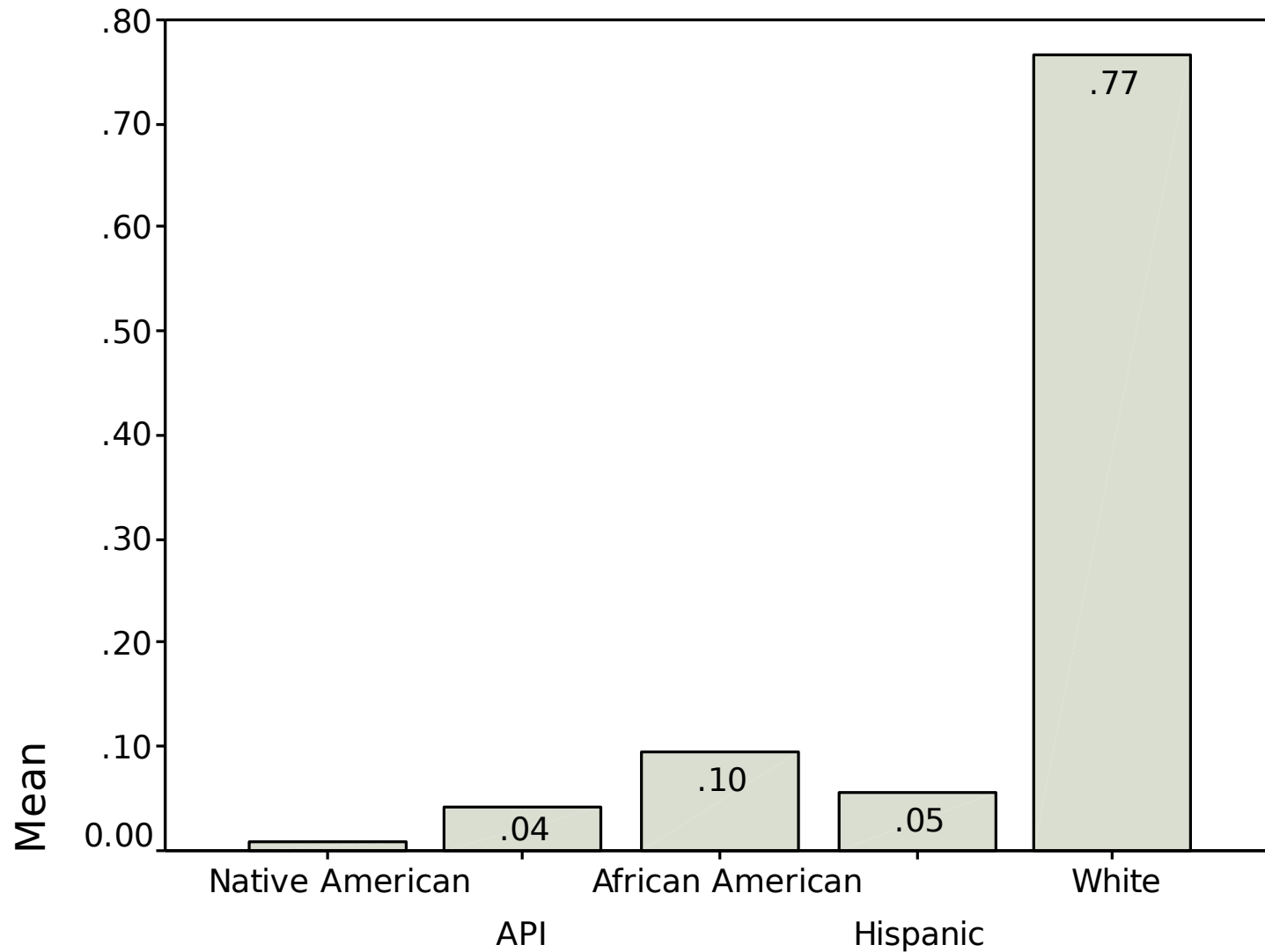
Differences between sample and all MS4s:

- ✓ No statistically significant differences existed between the sample and all MS4s; however, mild differences existed in the following areas:
 - Sample had more lateral entry (starting after Freshman Year).
 - Sample was very slightly higher in white participation.
- ✓ Other than the above, the sample appears to mirror MS4s.

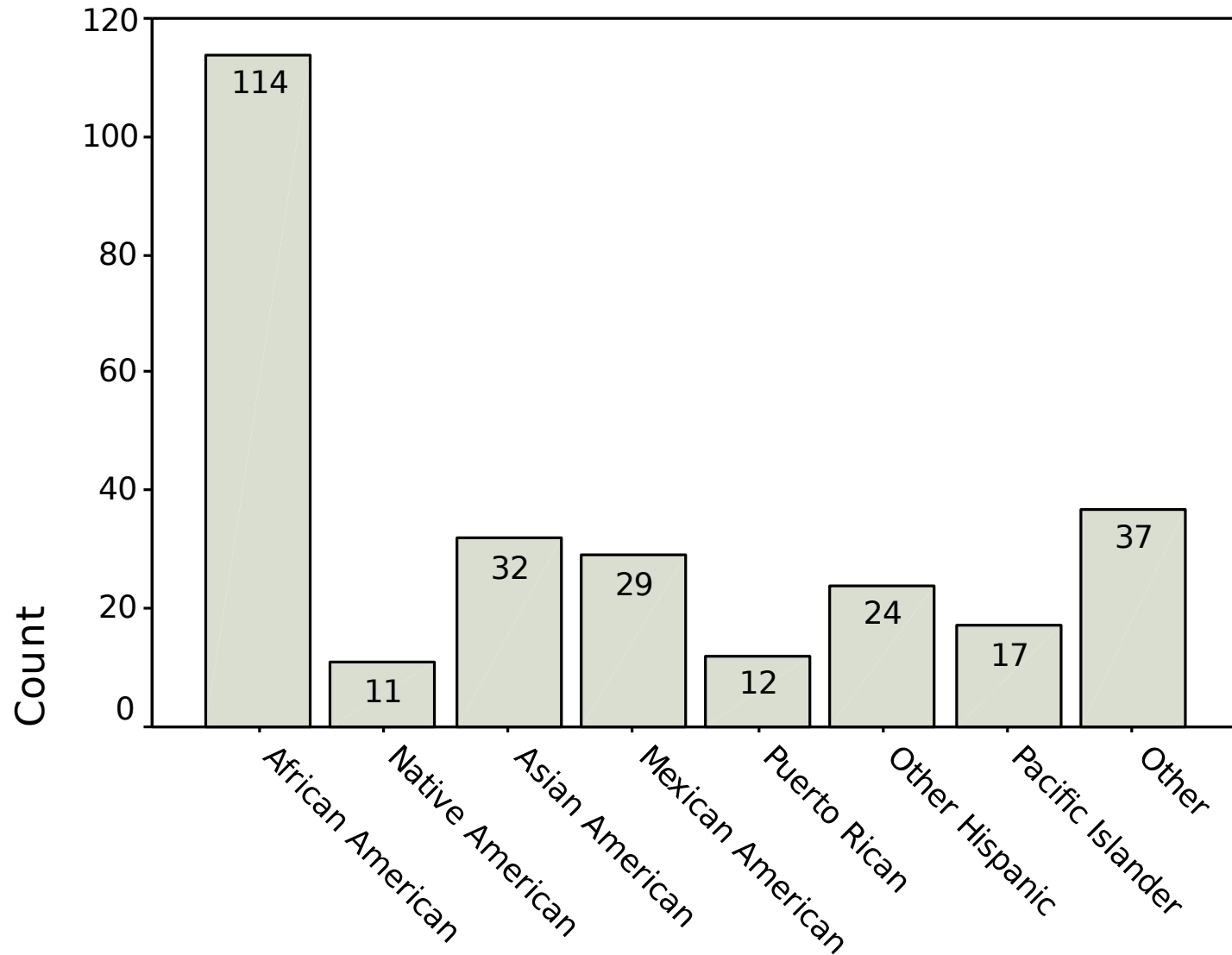
Demographics:

- **Ethnicity**
- **Majors**
- **Relatives Served in Military**
- **When Started ROTC**
- **Projected Completion of Bachelor's Degree**

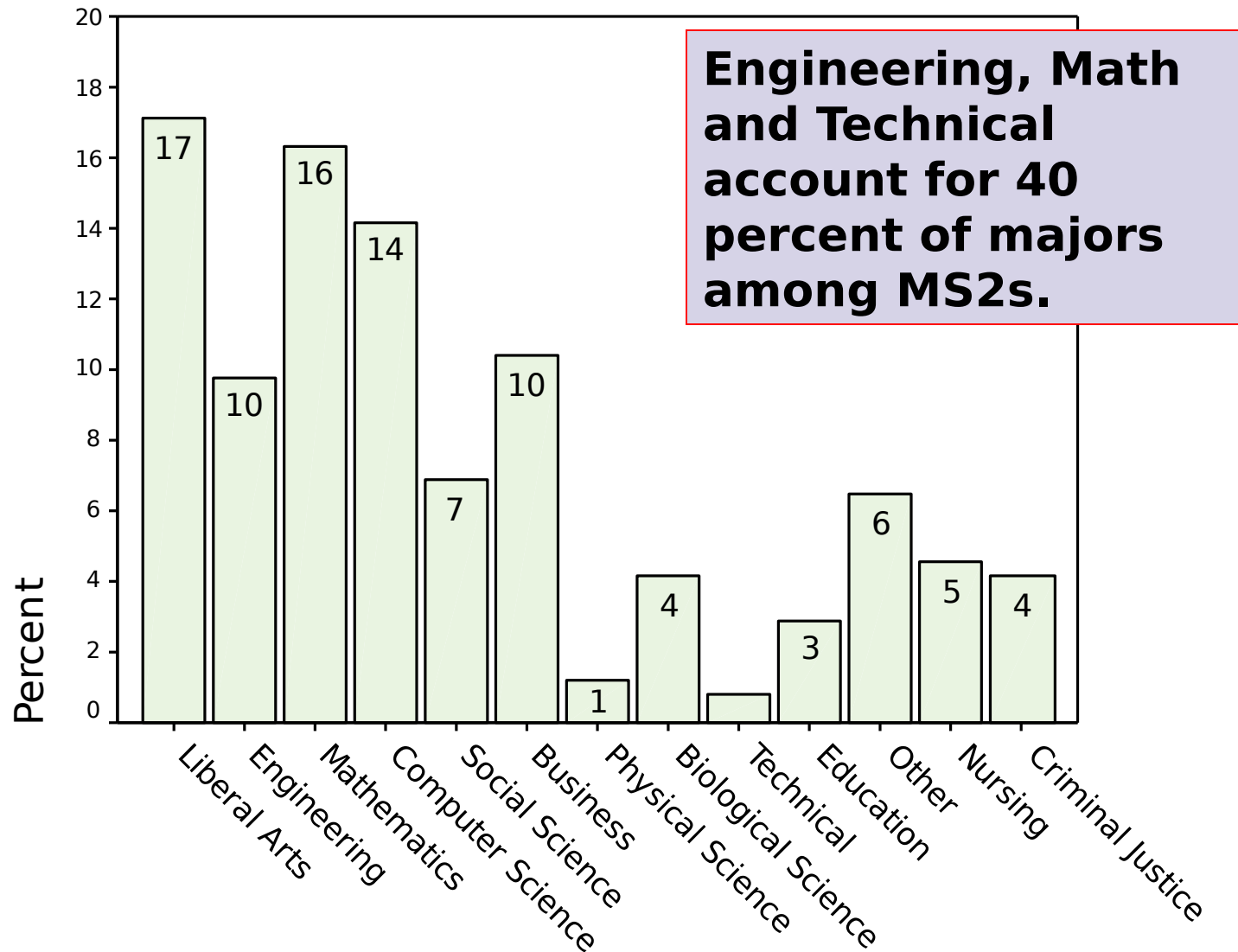
Ethnicity of MS4s Responding



Breakout of Ethnicity - Other than White



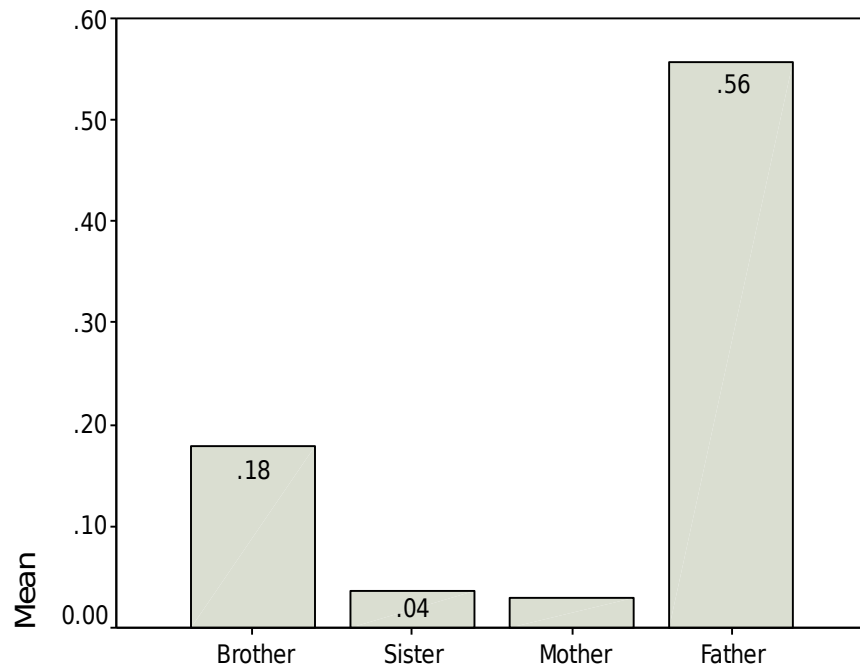
Major Field of Study MS4s



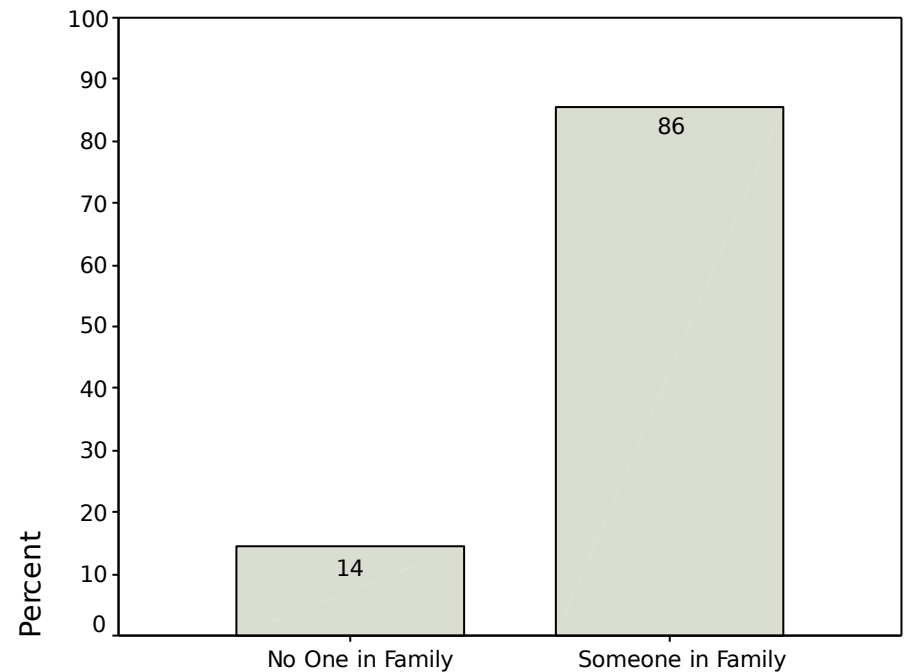
MS4 Cadets Tend to Come from Military Families

Percent of Immediate Family

With Military Experience

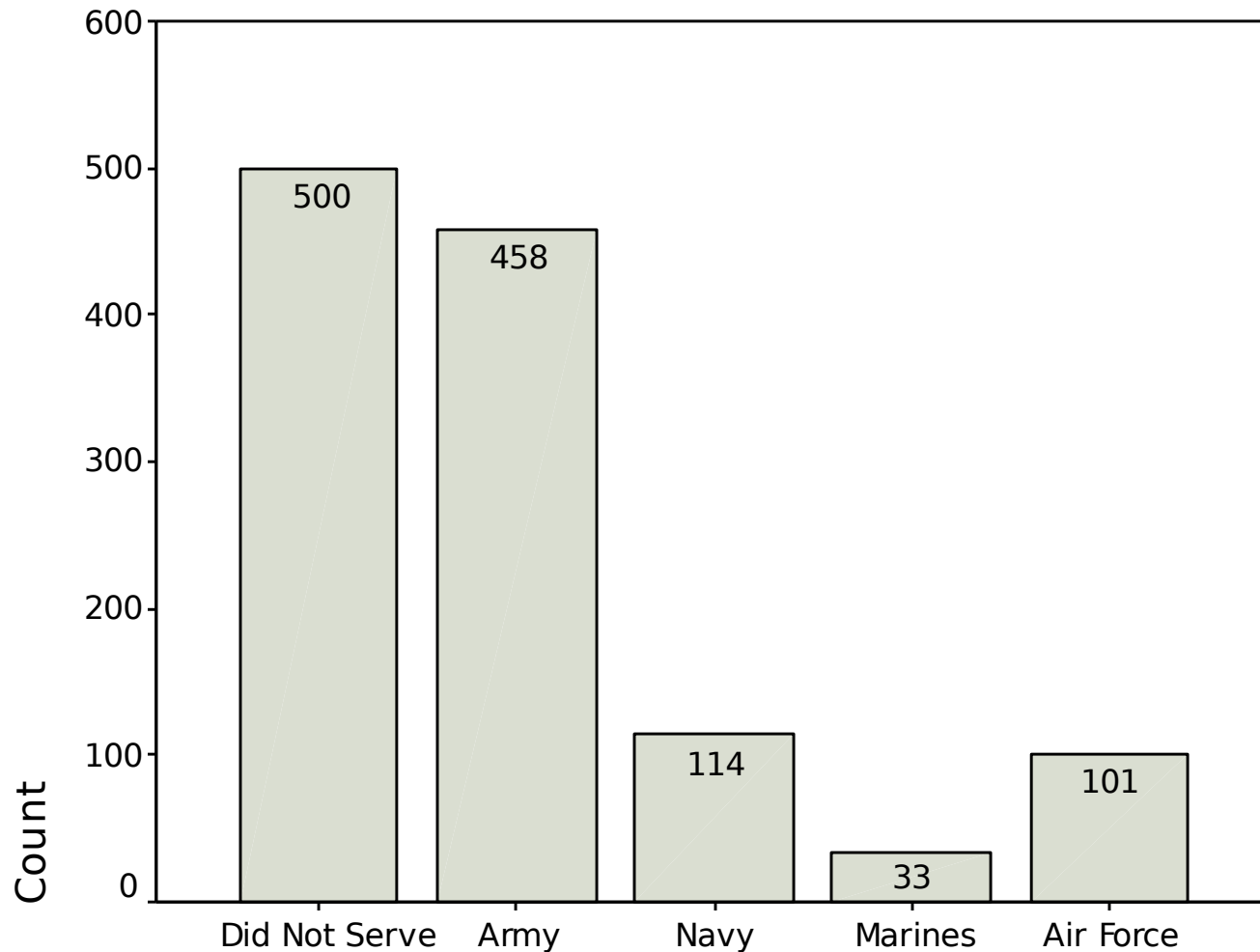


Military Experience of MS4 Cadet's Family



MS4 Cadet Fathers Most Often Army

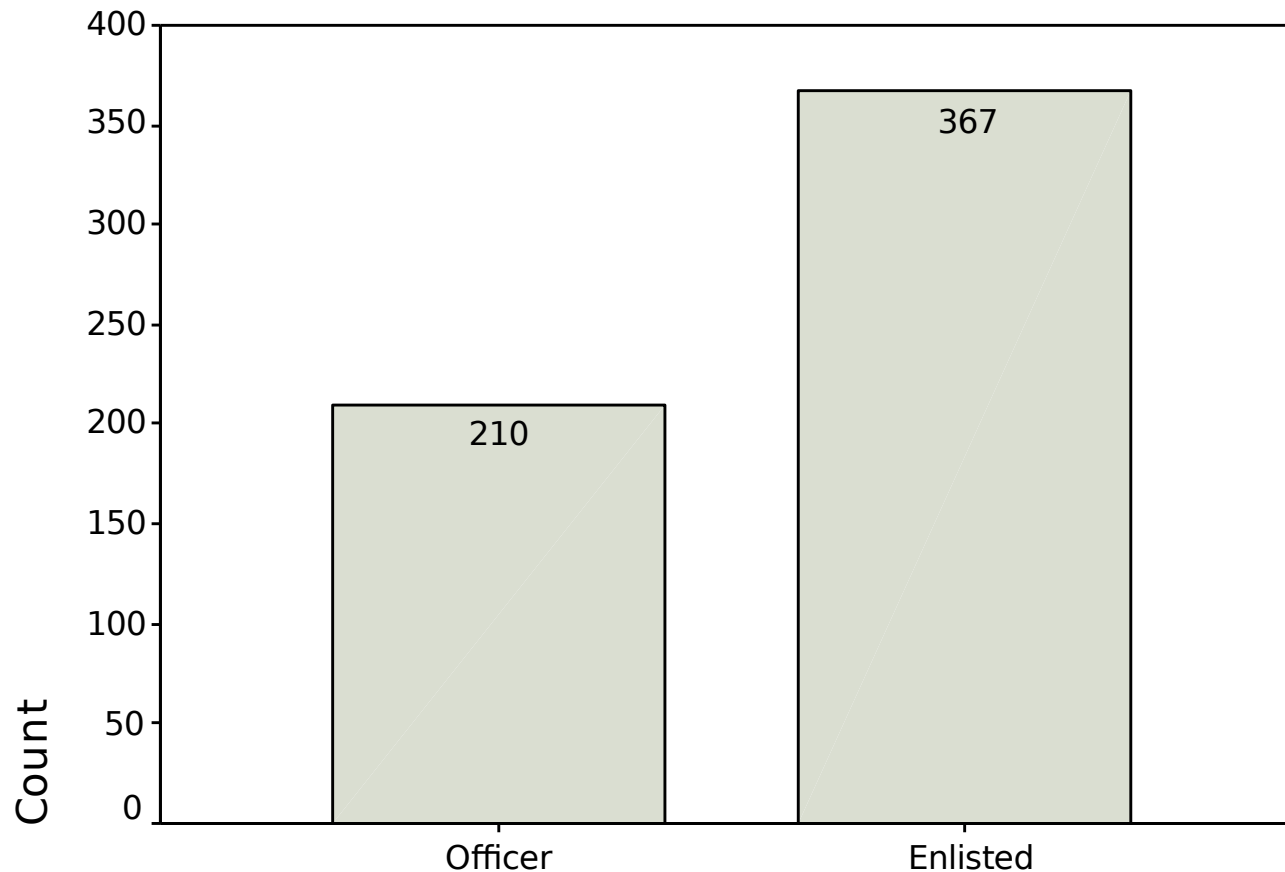
Father's Branch of Service



MS4 Cadet Fathers Most Often Enlisted

Father's Status

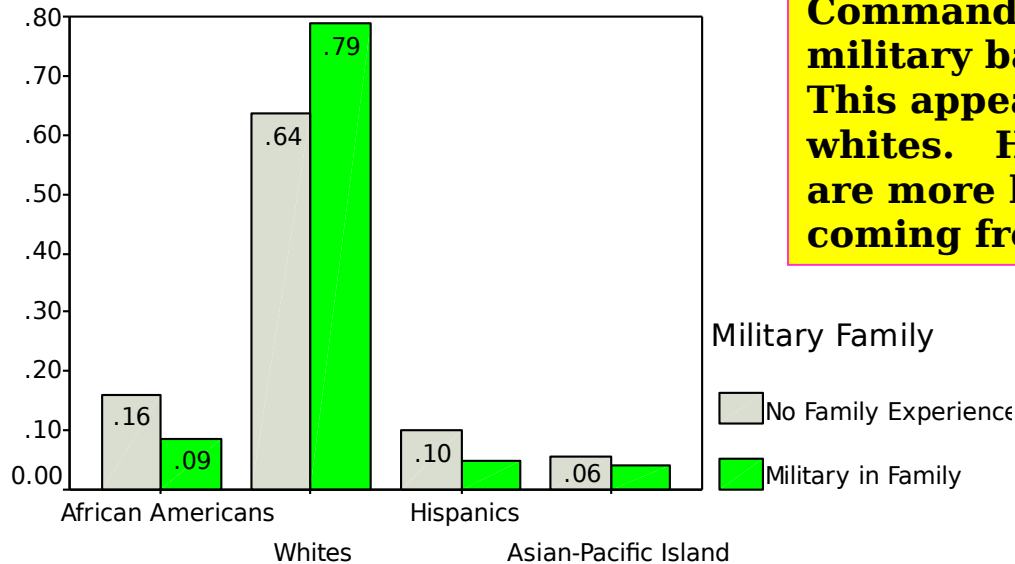
Father Nearly Twice as Likely to Be Enlisted



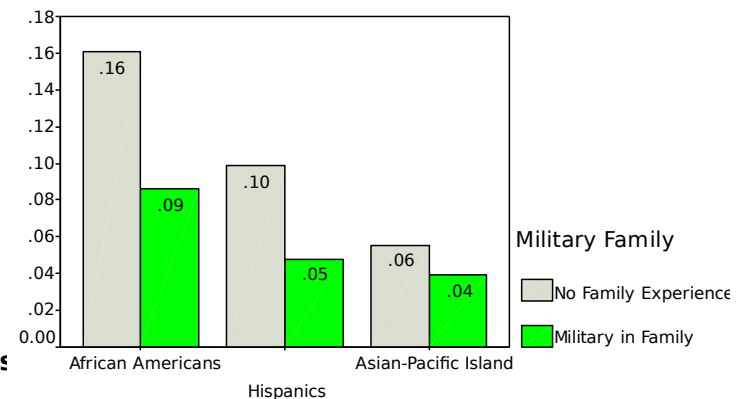
Family Military Background Differs by Ethnicity

White Cadets Are Far Less Likely
to Come from a Non-Military Family

As the percentage of families with military background declines, Cadet Command must seek to engage more non-military background cadets in ROTC. This appears to be problematic among whites. Hispanics and African-Americans are more likely to make it to MS4 despite coming from a non-military family.



Minorities Are Coming More from
Non-Military Families (especially Hispanics)



Minority Outreach Brings More Non-Legacy Cadets

Significant Differences Exist Between Whites and Minorities - Coefficients

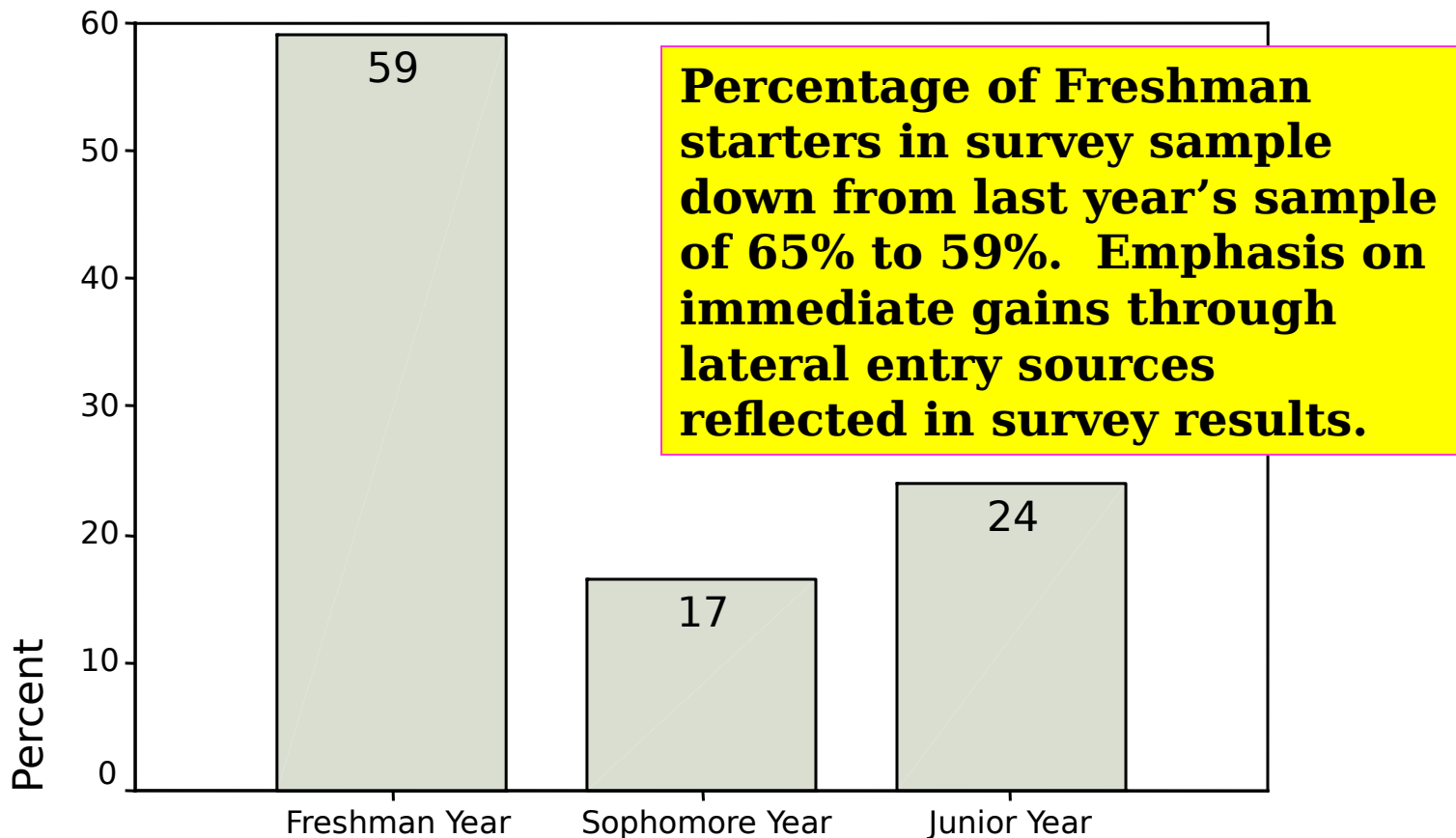
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.887	.011		78.352	.000
	Minority Cadets	-.100	.023	-.124	-4.284	.000

Minority Outreach Brings More Non-Legacy Cadets

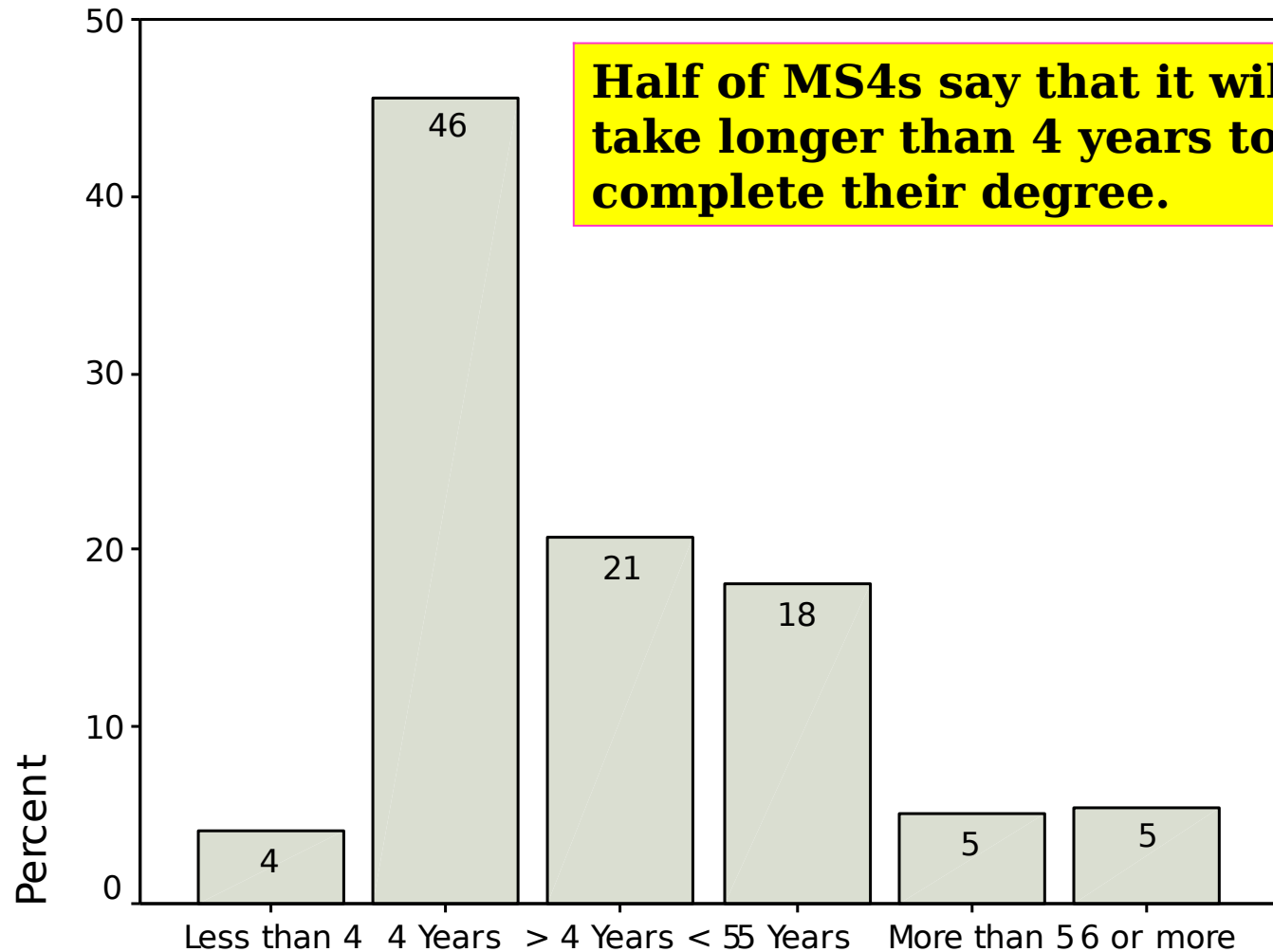
a. Dependent Variable: FAMEXP1

Most Started ROTC as Freshmen

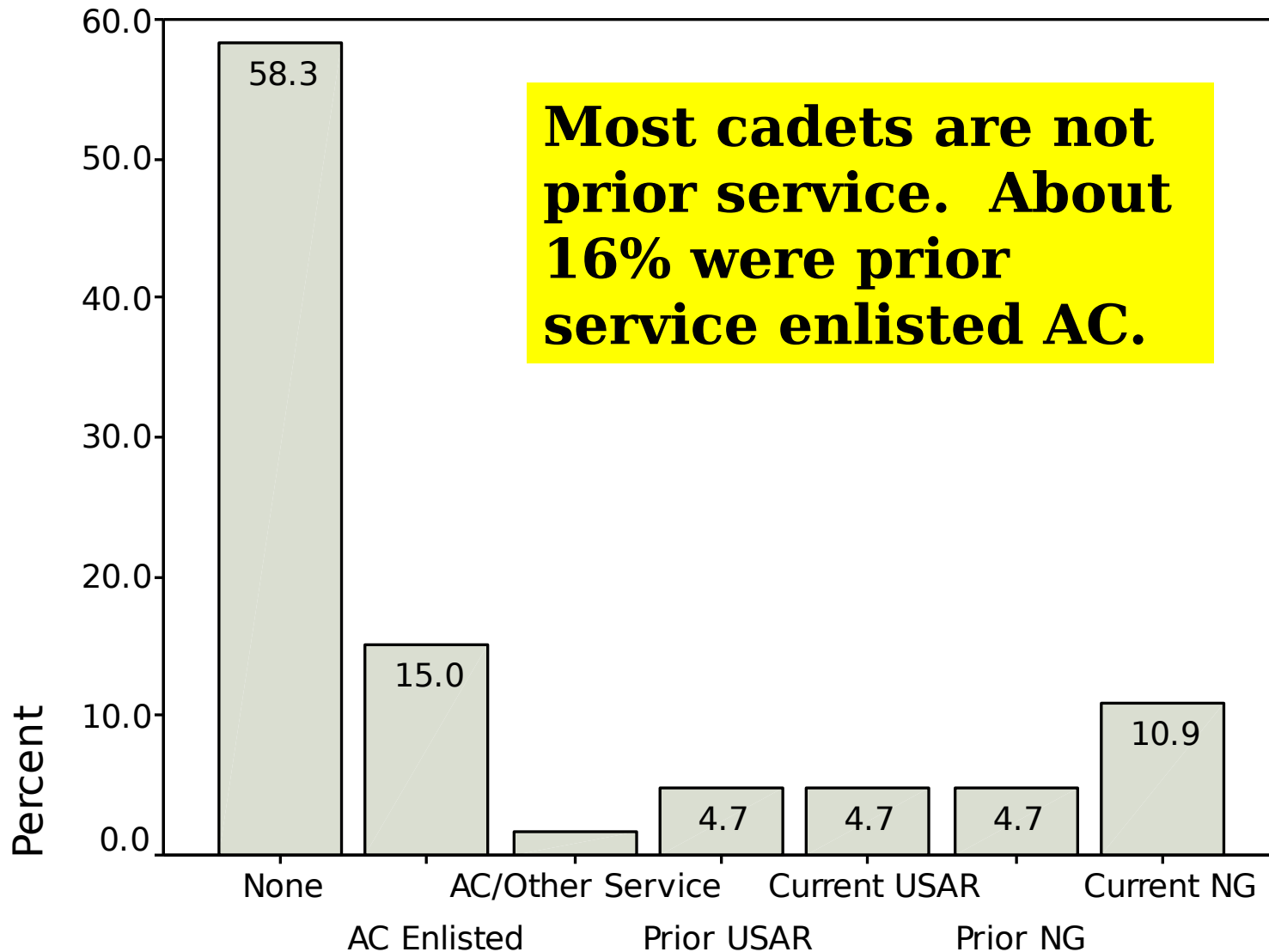
Three-Quarters of MS4s Began ROTC
Prior to Their Junior Year (sample)



Years to Complete Baccalaureate Degree



Prior Service Status of Cadets

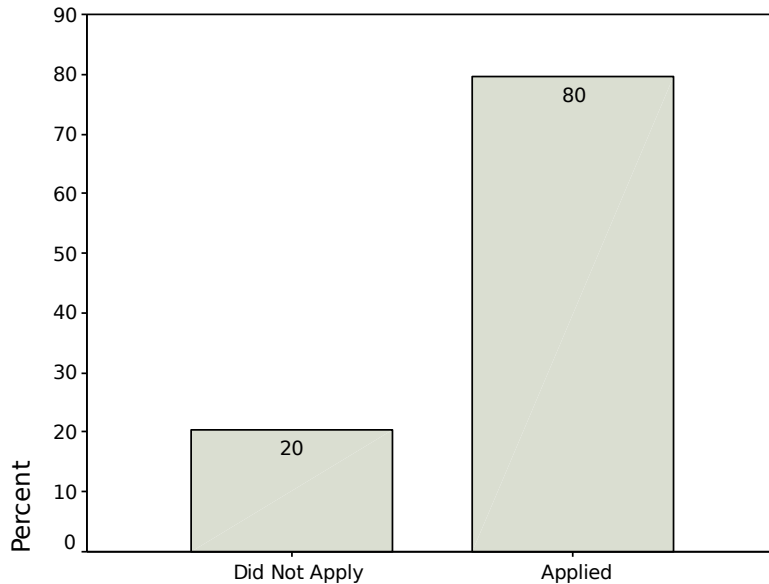


Scholarships and Financing:

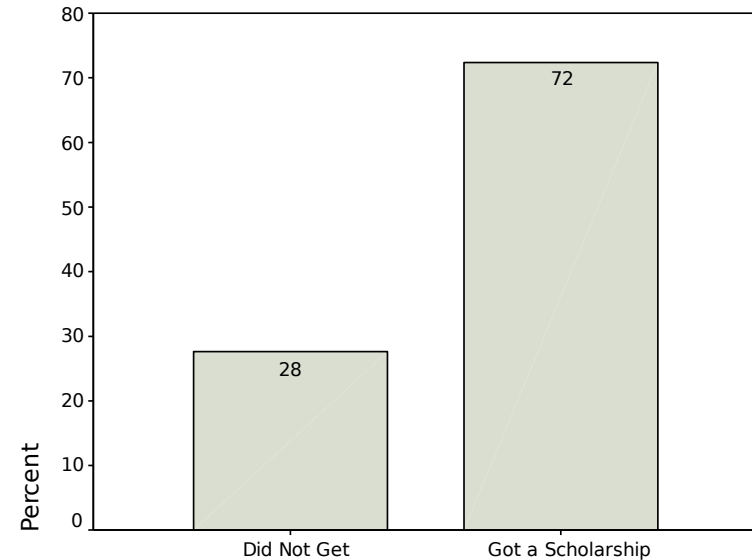
- **Number Applying for a Scholarship**
- **Number Awarded and Type**
- **Impact of Getting a Scholarship on Continuing R**
- **Importance of Scholarship to Remaining in Scho**
- **Cadet Finances**
- **Cadets Working**

Most MS4s Applied for ROTC Scholarship

MS4s Applying for Scholarship



MS4s Getting a Scholarship

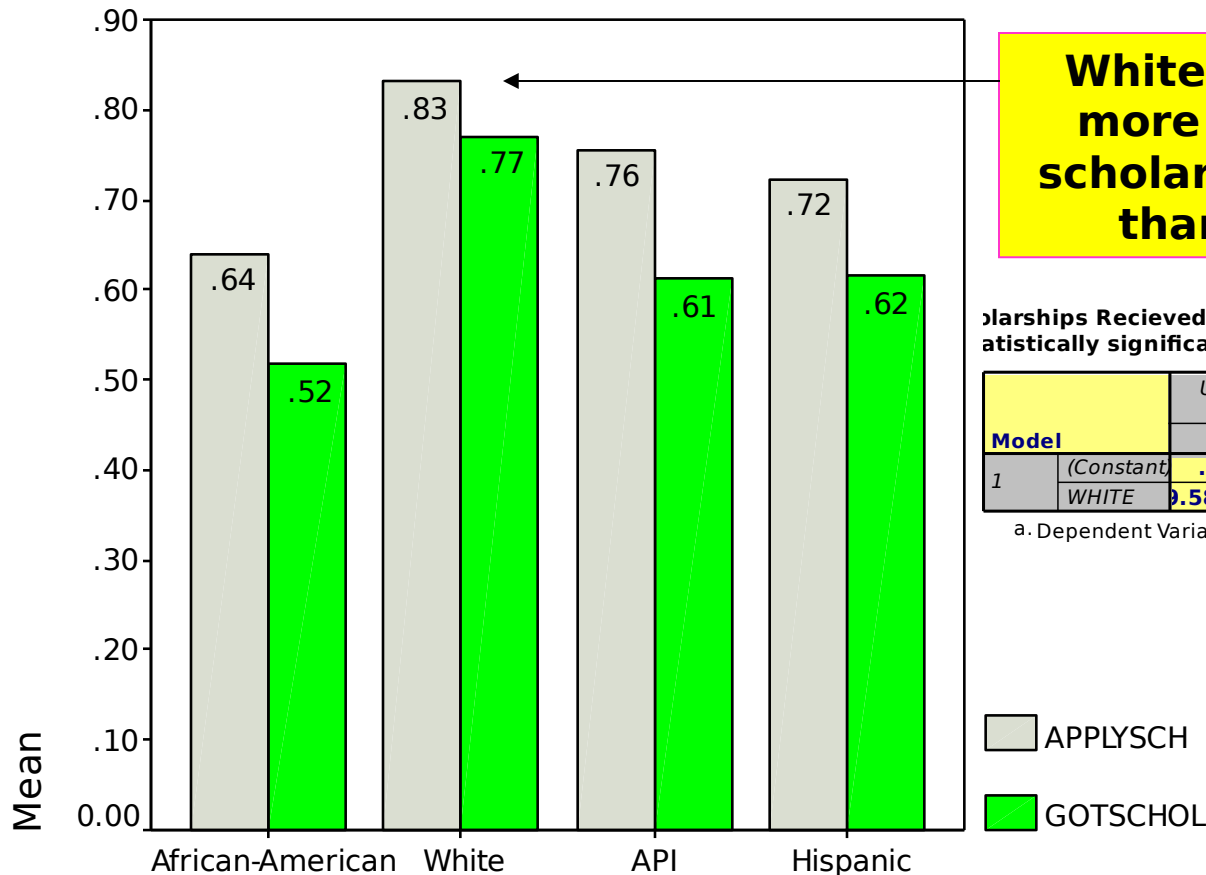


Got a Scholarship * ETHNIC Crosstabulation

		ETHNIC									Total	
		African American	White	Native American	Asian American	Mexican American	Puerto Rican	Other Hispanic	Pacific Islander	Other		
Got a Scholarship	No	Count	55	209	3	11	11	3	11	8	9	320
		% within ETHNIC	48.2%	23.0%	27.3%	34.4%	37.9%	25.0%	45.8%	47.1%	24.3%	27.0%
	Yes	Count	59	700	8	21	18	9	13	9	28	865
		% within ETHNIC	51.8%	77.0%	72.7%	65.6%	62.1%	75.0%	54.2%	52.9%	75.7%	73.0%
Total		Count	114	909	11	32	29	12	24	17	37	1185
		% within ETHNIC	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

*African Americans were least likely to get scholarship satisfaction in survey sample.

Applying for and Recieving Scholarships



Whites were slightly more likely to get a scholarship if applying than minorities.

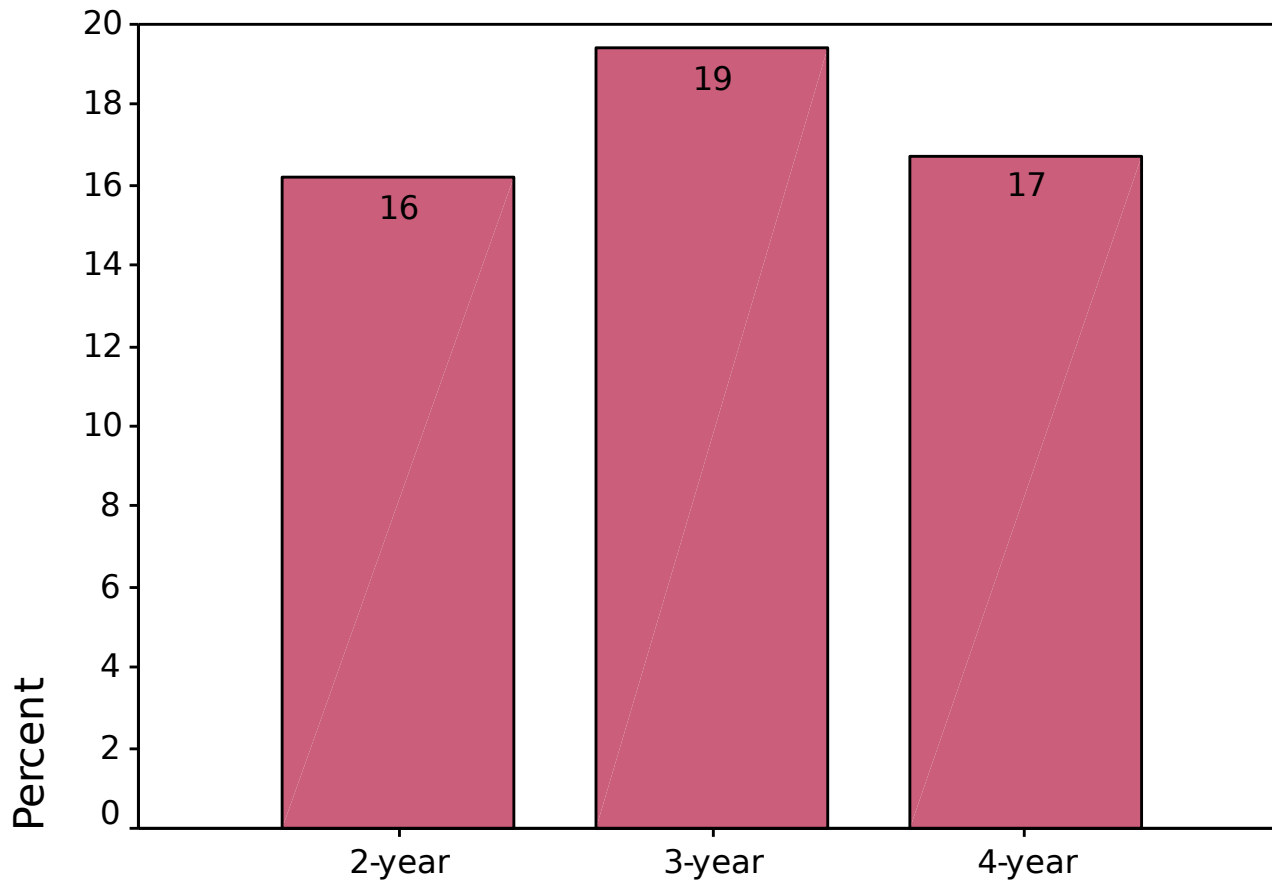
Scholarships Recieved - Coefficients - White cadets were slightly, but statistically significantly, more likely to get an ROTC scholarship

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.806	.023		35.231	.000
	WHITE	.586E-02	.026	.120	3.733	.000

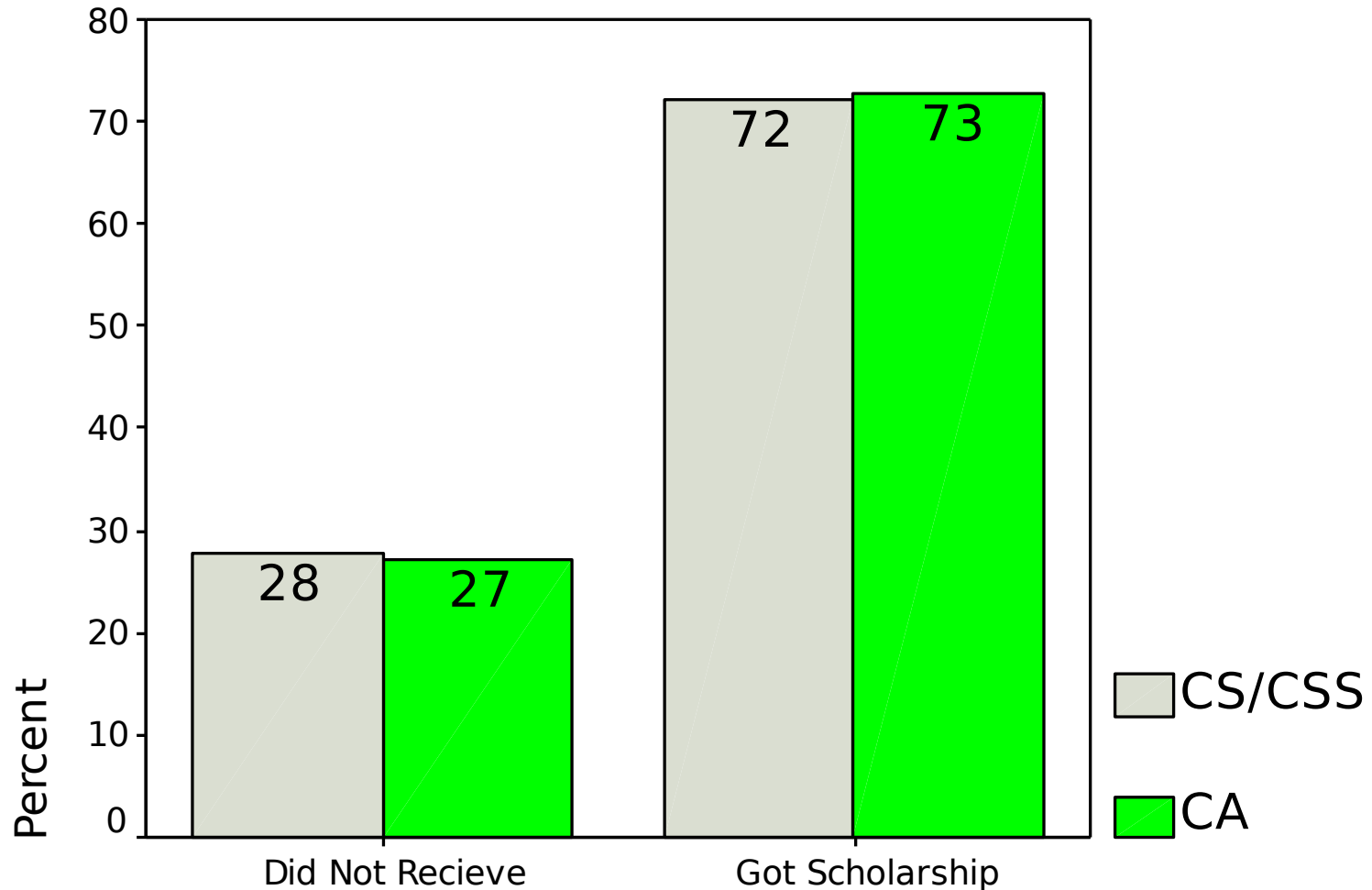
a. Dependent Variable: GOT A SCHOLARSHIP

Breakout of Type of Scholarship

Note: Some cadets did not indicate the scholarship type

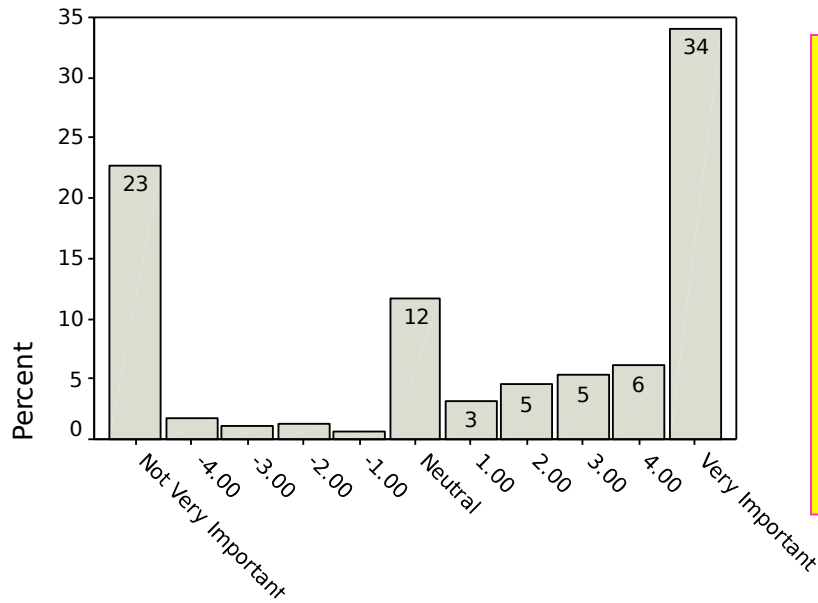


No Real Difference In Getting Scholarships Between CA and CS/CSS



Importance of Scholarship to Stay in School

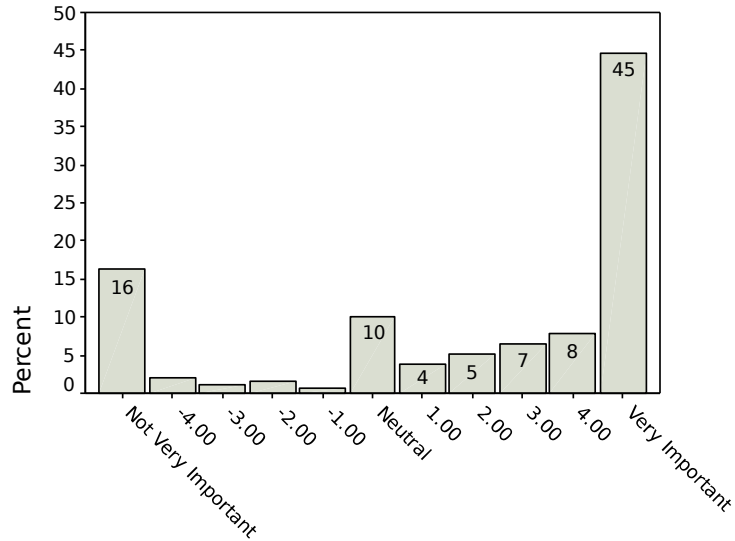
All MS4 Cadets



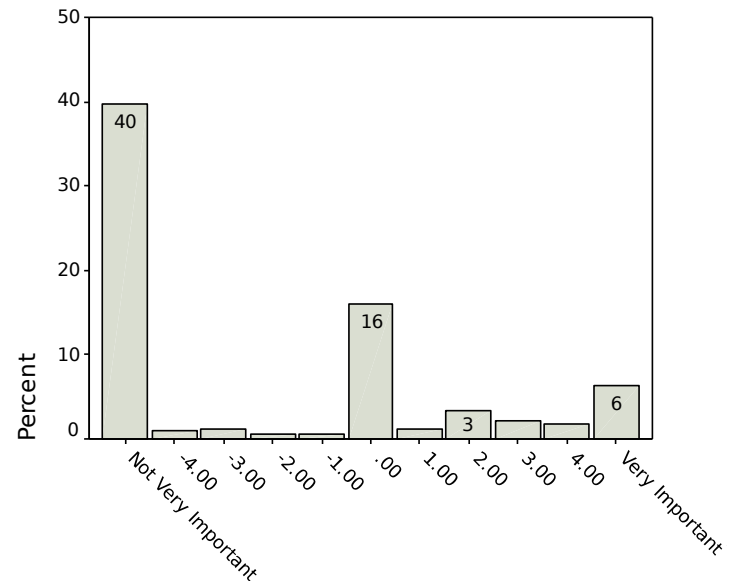
Most MS4 cadets say that the scholarship is important to staying in school. The expected difference between cadets getting scholarships and those who did not is below. Those few without scholarships remaining at MS4 obviously found other sources to pay for school.

Importance of Scholarship to Remaining in School

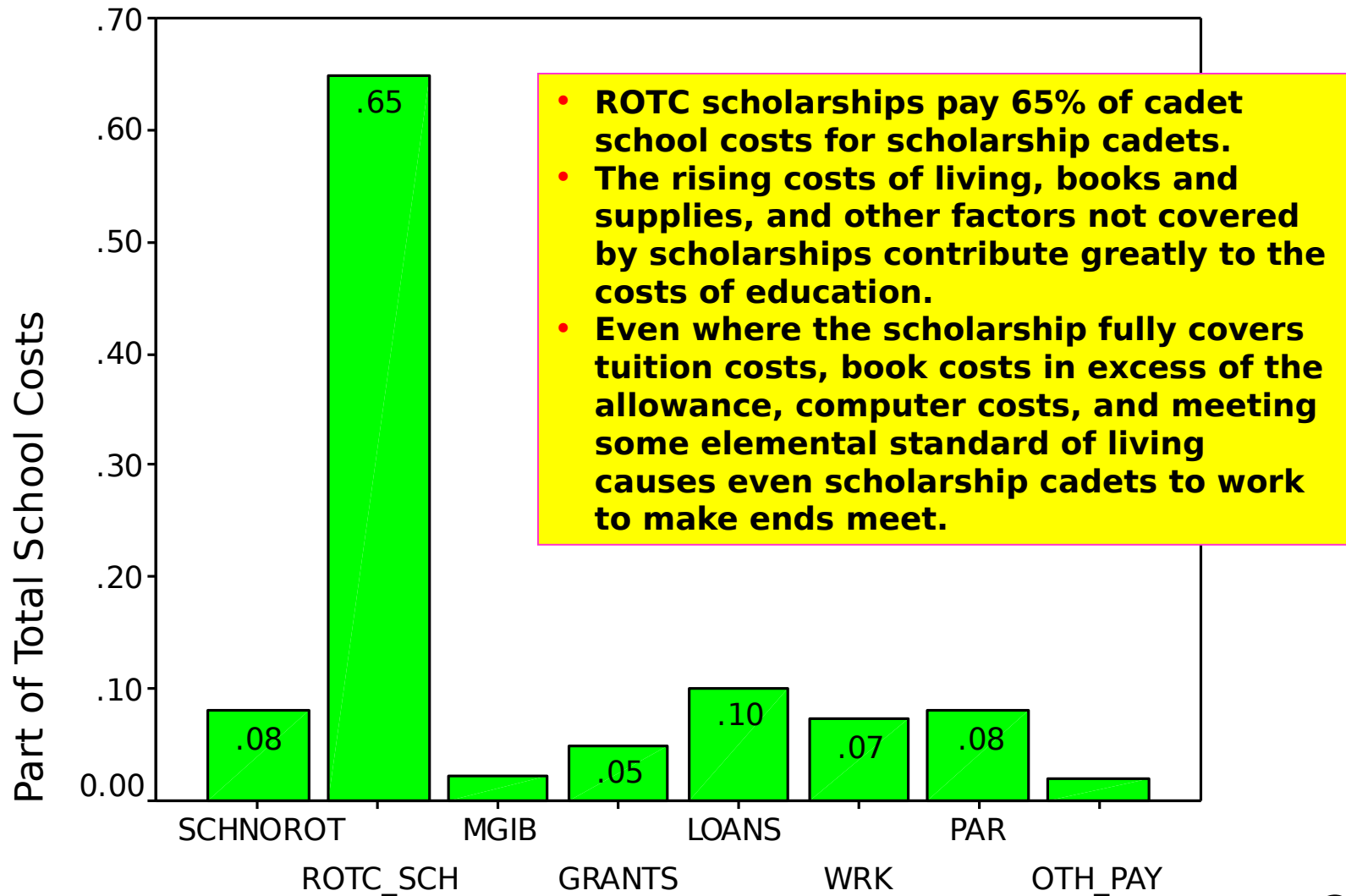
Scholarship Cadets



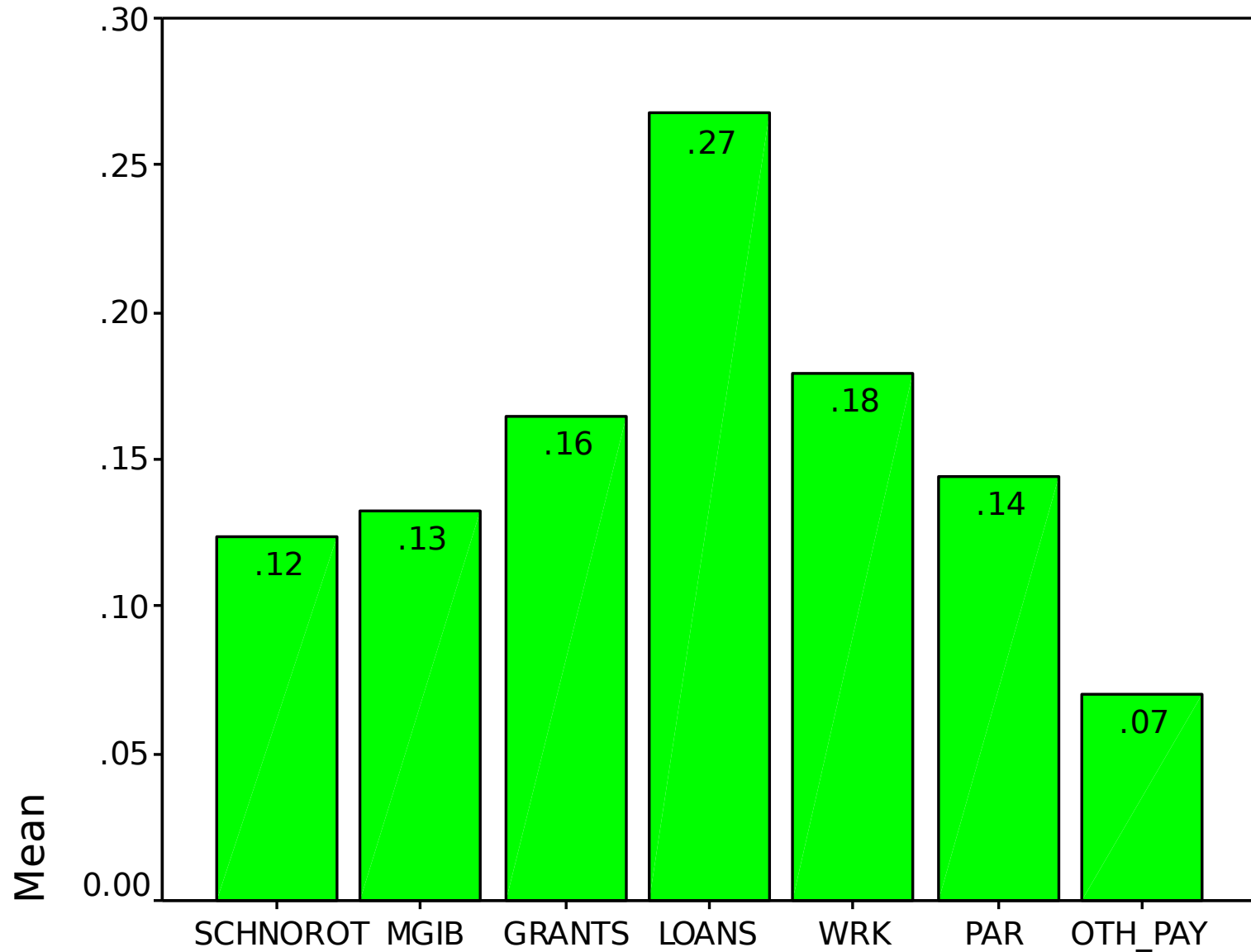
Importance of Scholarship to Non-Scholarship Cadets



ROTC Scholarship Covers 65% of Costs



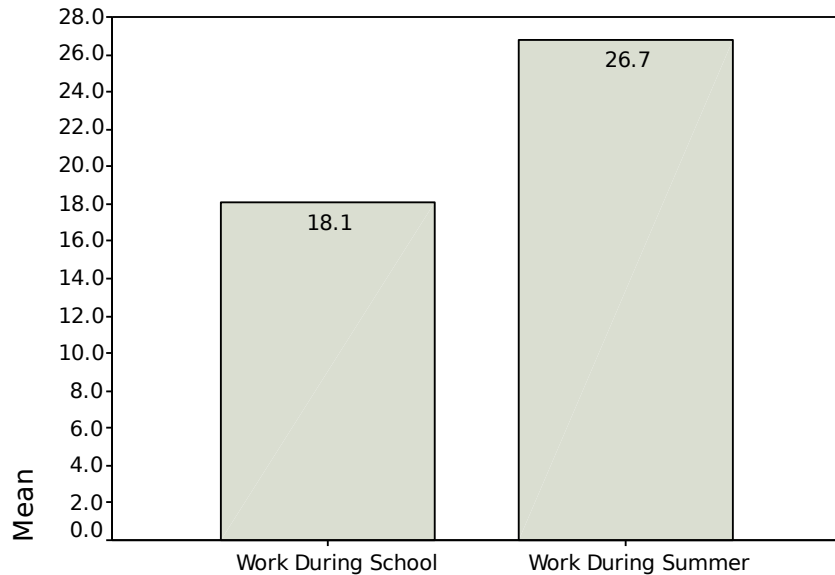
Non-Scholarship Cadets Rely Heavily on Loans



Little Difference Exists between Scholarship and Non-Scholarship Cadets Working

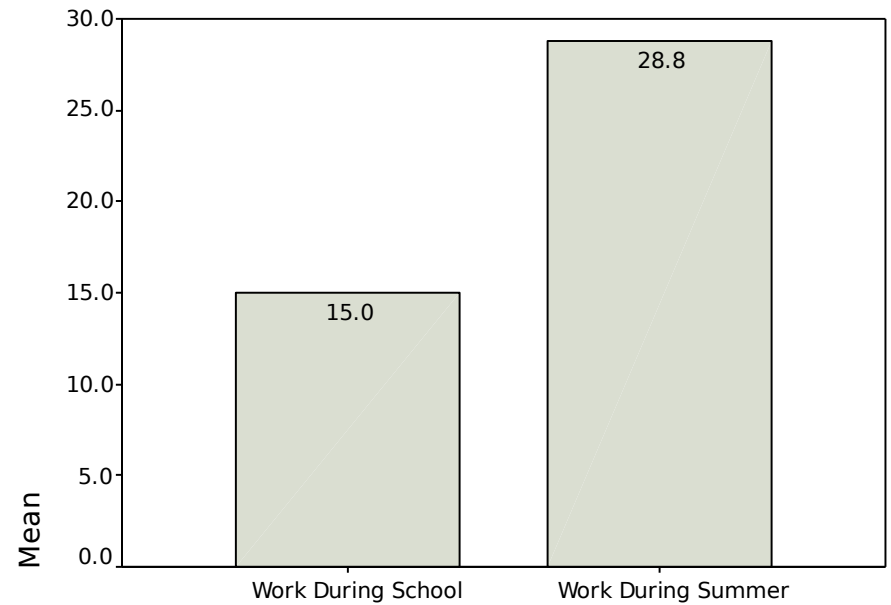
Average Hours of Work for MS4 Cadets

Job-Related Hours Per Week (Non-Scholarship)

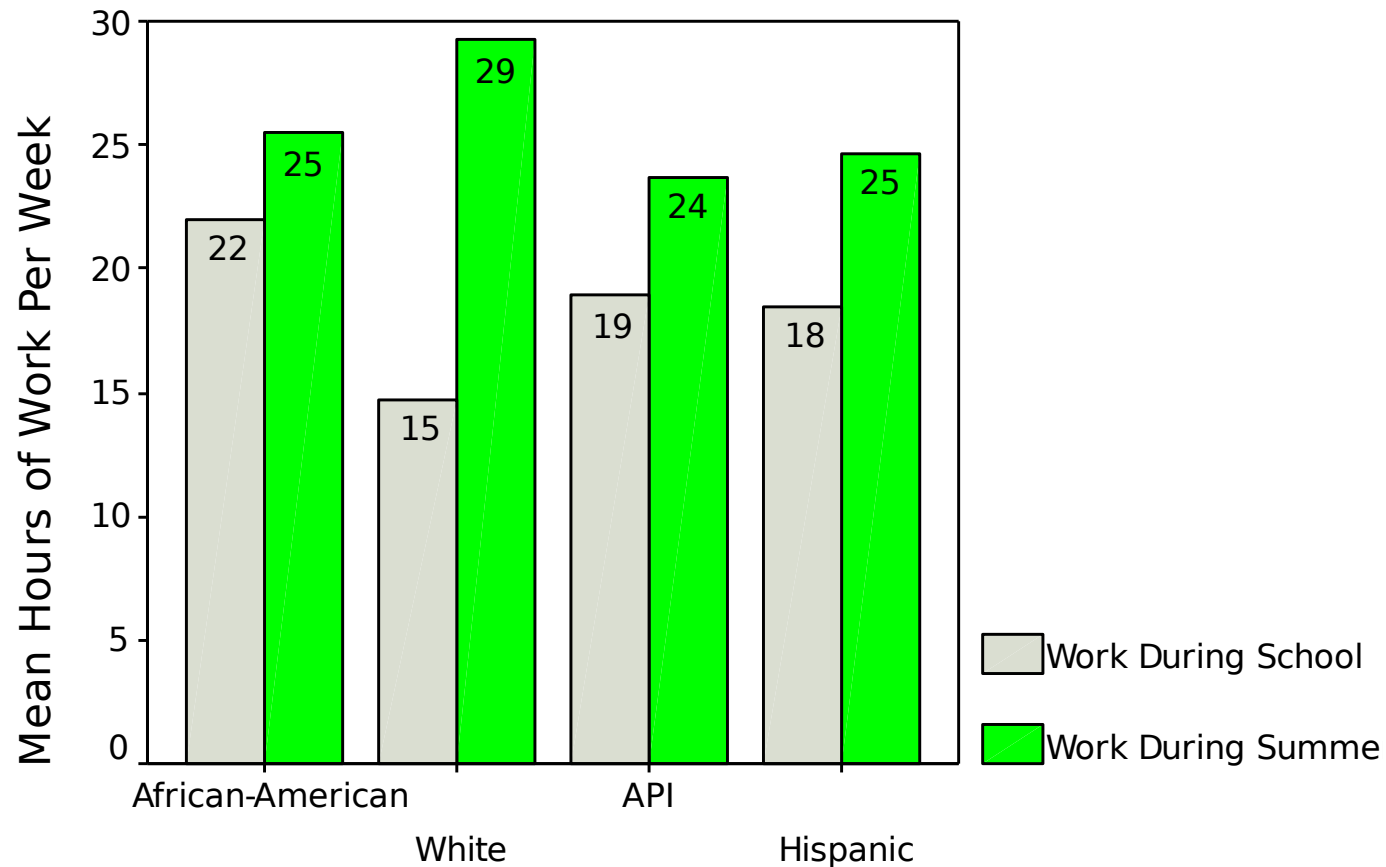


Average Hours of Work for MS4 Cadets

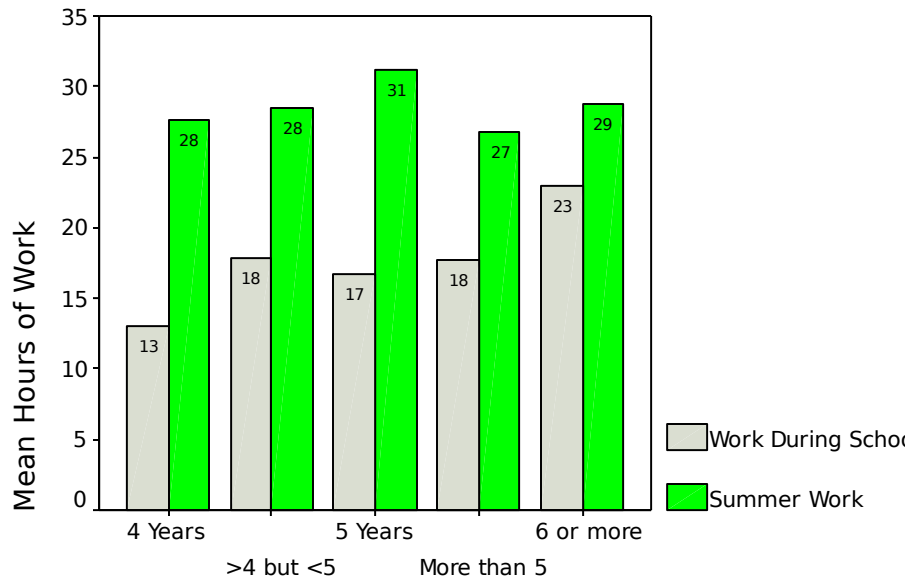
Employed Hours Per Week (Scholarship Cadets)



Some Differences Exist Between Ethnicities in Working Requirements



Work During School Relates to Longer Times to Graduation



Work During School Relates to Longer Times to Graduation



There is a mild but statistically significant relationship between the number of hours worked during the school year and the time it takes to achieve a bachelor's degree.

		Work During School
Time to Complete Baccalaureate Degree	Pearson Correlation	.086
	Sig. (2-tailed)	.003

Summary of MS4 Finances and Scholarships:

✓ Cadet Finances:

- Cadets pay for over half the costs of going to school from other than scholarships and stipends.**
- White cadets work less often during the school year.**
- Working is correlated to extending the time to complete a degree.**
- 10-15% of costs are paid by loans, 8-10% are paid by parents.**

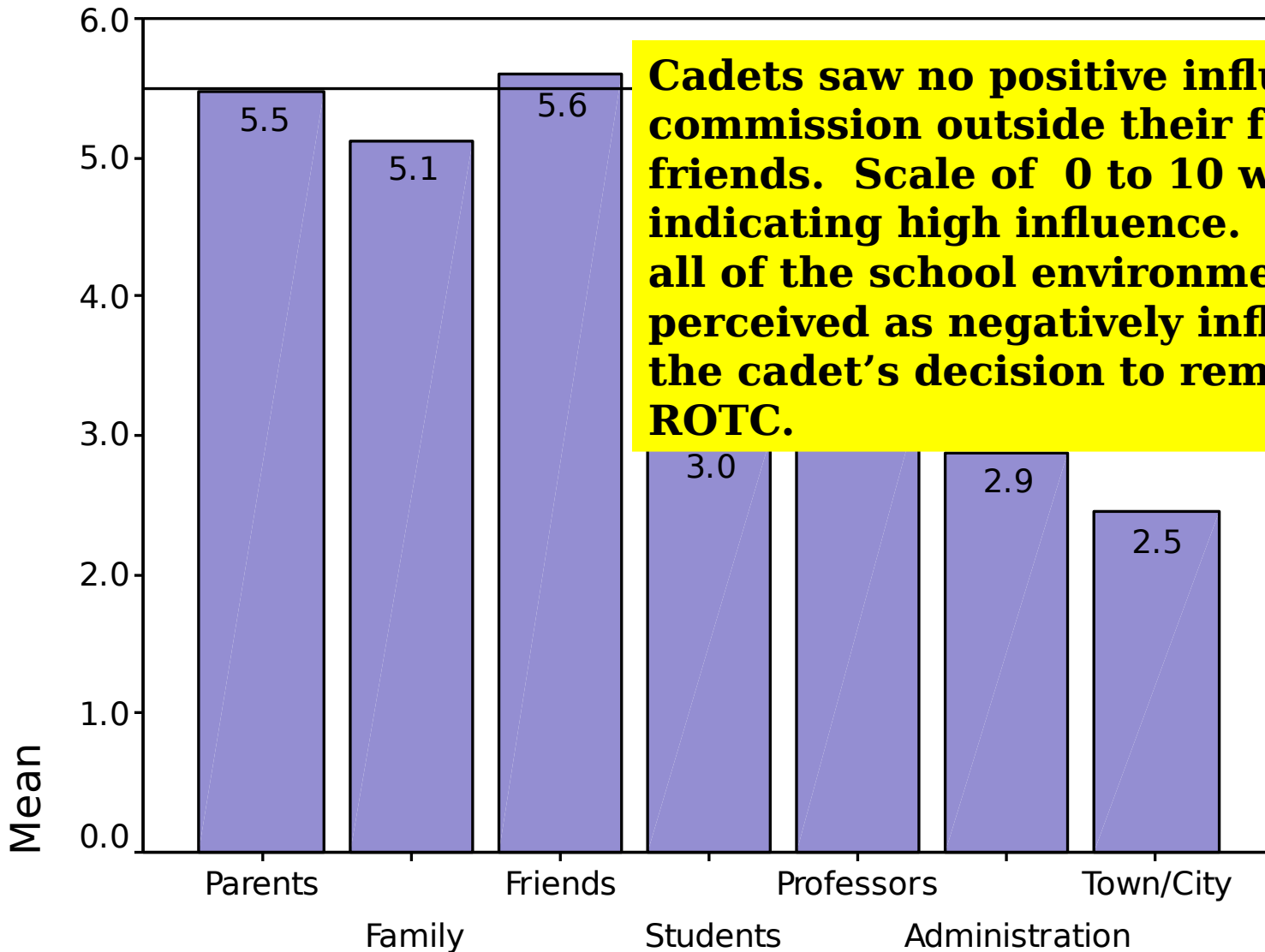
✓ Scholarships:

- Scholarship cadets indicate that the scholarship is very important to staying in school.**
- White cadets who apply are more likely to get a scholarship, while African-American cadets are less likely.**

Retention to Commission and Recruiting

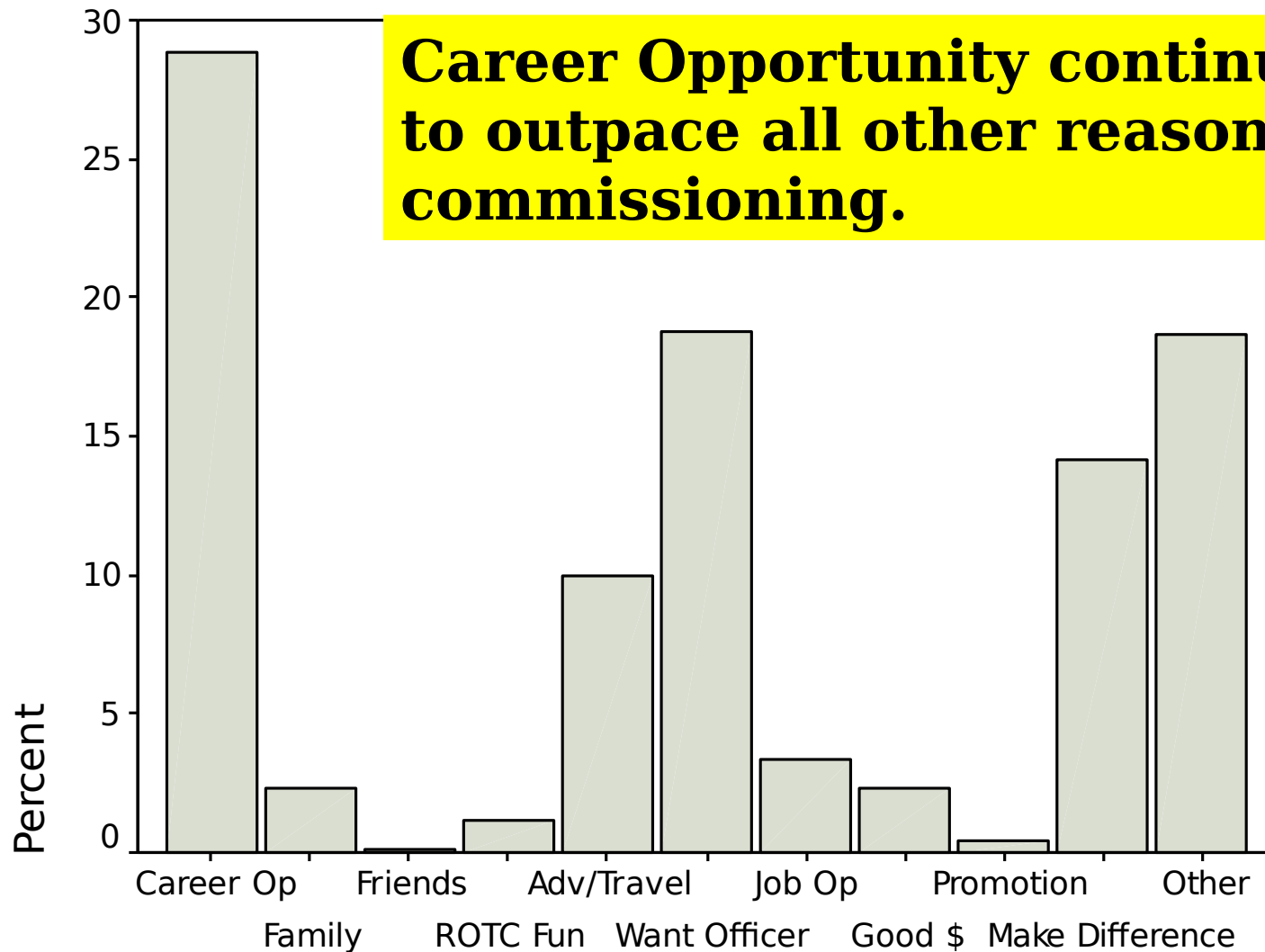
- **Who influenced the decision to commission**
- **Primary reason to commission through Army ROTC**
- **ROTC activities and impact on commissioning**
- **Cadet recruiting**
- **Mentor relationships**

Outside Influences on Contracting



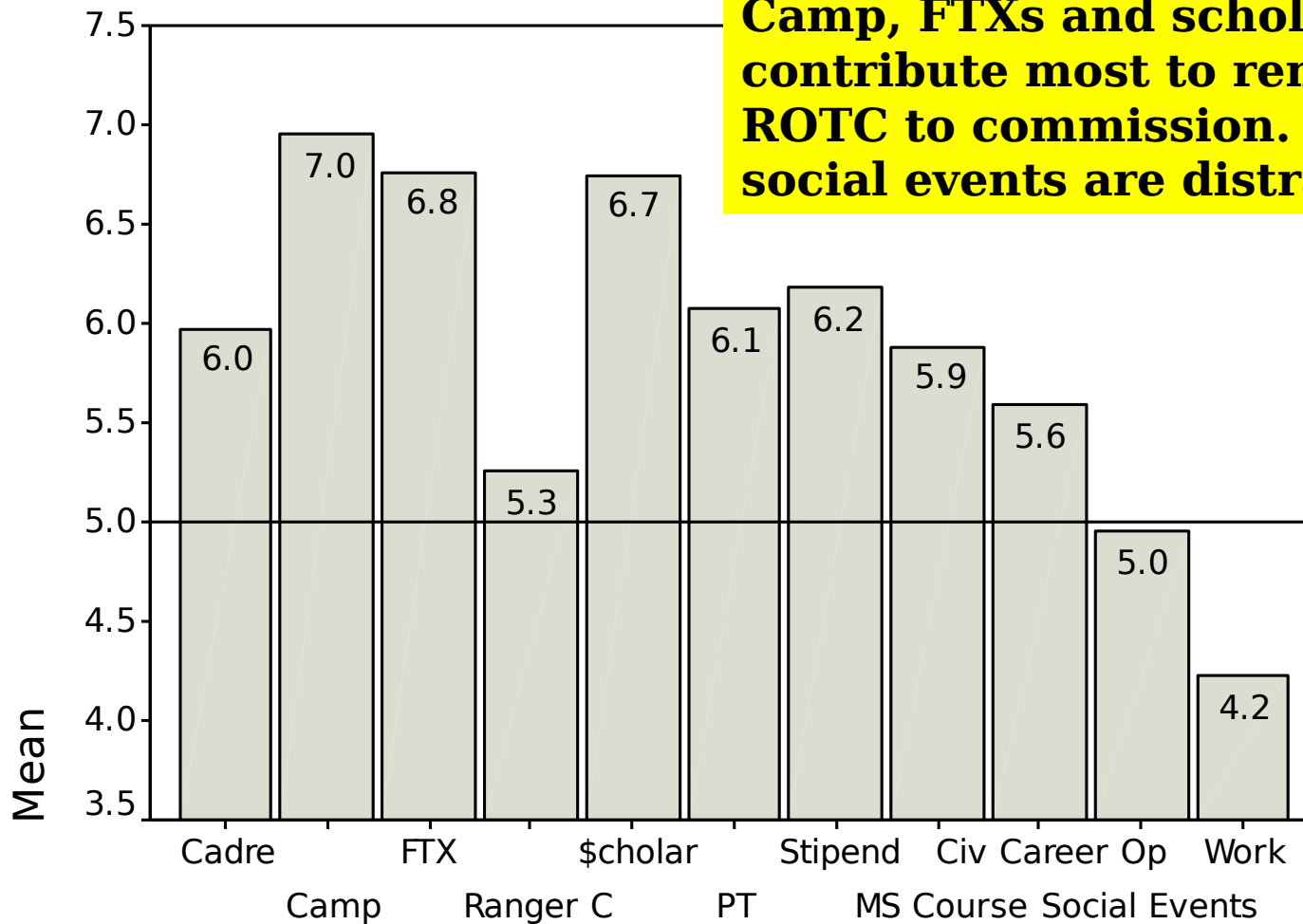
Cadets saw no positive influences to commission outside their family and friends. Scale of 0 to 10 with 10 indicating high influence. Note that all of the school environment was perceived as negatively influencing the cadet's decision to remain in ROTC.

Primary Reason to Commission



Activity Contribution to Commission

Below 5 is negative; above is positive



Negatives

Social Events

	Frequency	Percent	Valid Percent	Cumulative Percent
0	122	10.1	10.1	10.1
1	68	5.6	5.6	15.8
2	72	6.0	6.0	21.7
3	73	6.1	6.1	27.8
4	134	11.1	11.1	38.9
5	230	19.1	19.1	58.0
6	123	10.2	10.2	68.2
7	146	12.1	12.1	80.3
8	113	9.4	9.4	89.6
9	56	4.6	4.6	94.3
10	69	5.7	5.7	100.0
Total	1206	100.0	100.0	

Positives

Cadre

	Frequency	Percent	Valid Percent	Cumulative Percent
0	45	3.7	3.7	3.7
1	30	2.5	2.5	6.2
2	29	2.4	2.4	8.6
3	34	2.8	2.8	11.4
4	69	5.7	5.7	17.2
5	126	10.4	10.4	27.6
6	95	7.9	7.9	35.5
7	180	14.9	14.9	50.4
8	191	15.8	15.8	66.3
9	141	11.7	11.7	77.9
10	266	22.1	22.1	100.0
Total	1206	100.0	100.0	

While social event were generally neutral, some cadets perceived them as distracters to commissioning; work was strongly negative; while cadre and FTXs encouraged cadets to commissi

Work

	Frequency	Percent	Valid Percent	Cumulative Percent
0	207	17.2	17.2	17.2
1	71	5.9	5.9	23.1
2	75	6.2	6.2	29.3
3	84	7.0	7.0	36.2
4	156	12.9	12.9	49.2
5	253	21.0	21.0	70.1
6	89	7.4	7.4	77.5
7	108	9.0	9.0	86.5
8	71	5.9	5.9	92.4
9	43	3.6	3.6	95.9
10	49	4.1	4.1	100.0
Total	1206	100.0	100.0	

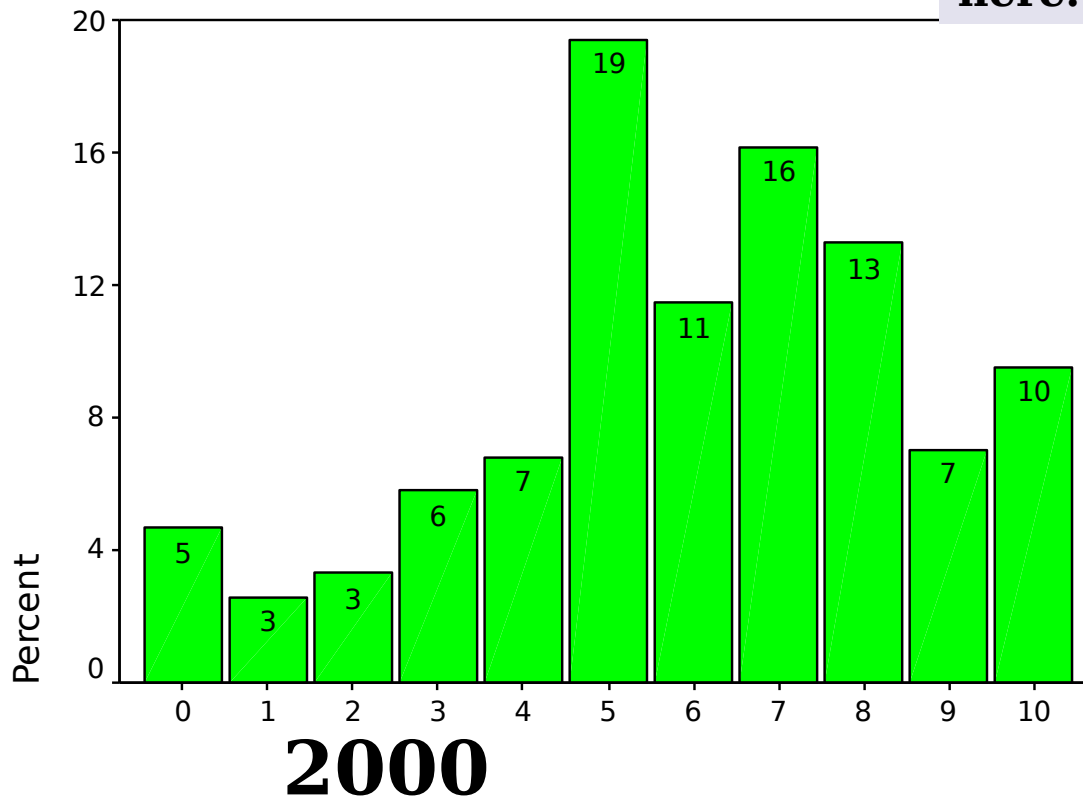
FTXs

	Frequency	Percent	Valid Percent	Cumulative Percent
0	39	3.2	3.2	3.2
1	24	2.0	2.0	5.2
2	22	1.8	1.8	7.0
3	42	3.5	3.5	10.5
4	74	6.1	6.1	16.7
5	159	13.2	13.2	29.9
6	112	9.3	9.3	39.1
7	202	16.7	16.7	55.9
8	192	15.9	15.9	71.8
9	151	12.5	12.5	84.3
10	189	15.7	15.7	100.0
Total	1206	100.0	100.0	

2000 MS4 Responses Toward Cadre Influence Much More Positive Than in 1999

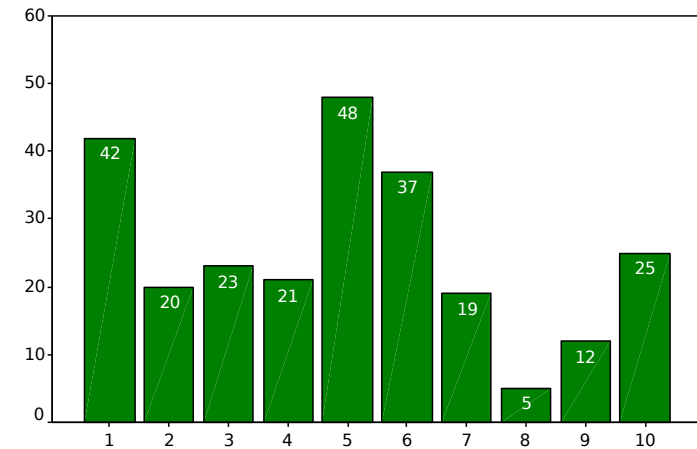
Cadets More Positive About
Cadre Influence to Commission

**Obvious climate differences in
Cadet Command reinforcing
retention may be evident
here.**



Cadre Influenced Me to Stay in ROTC

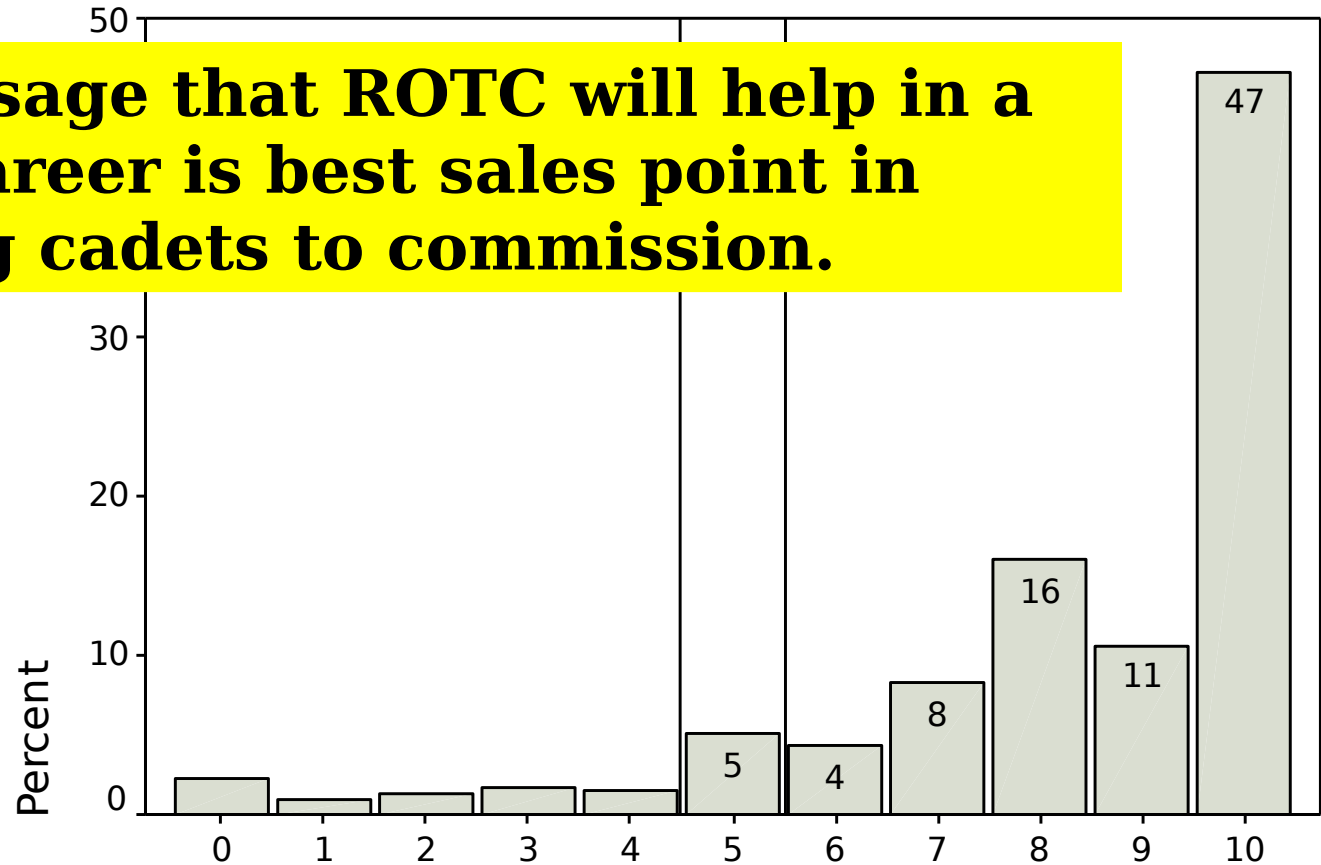
MSLEVEL: 4



1999

Belief That ROTC Will Help in Future Civilian Career

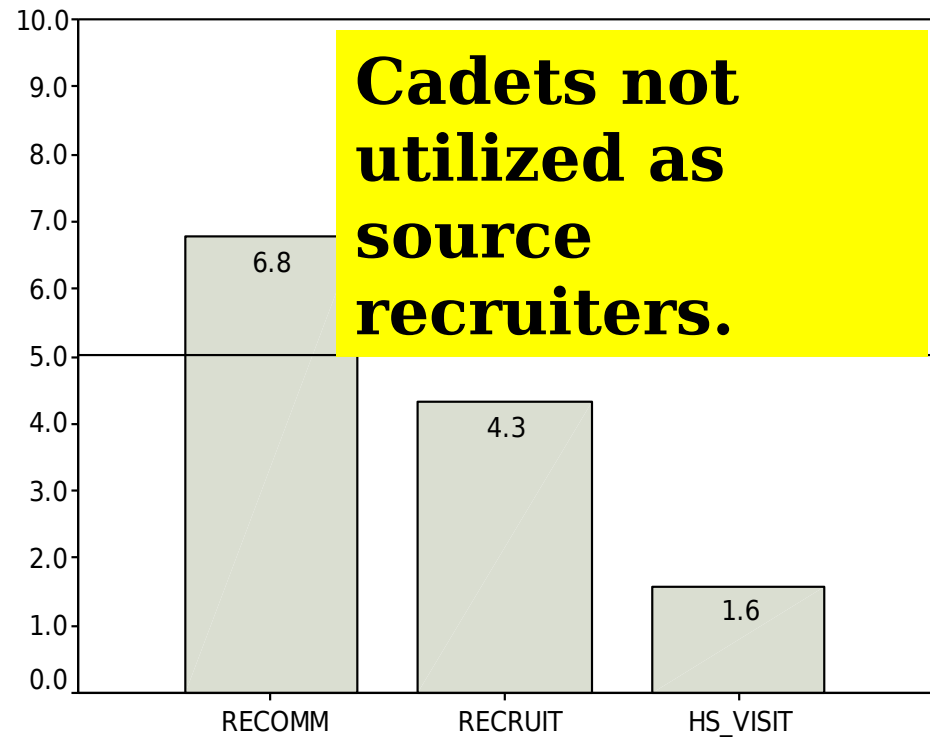
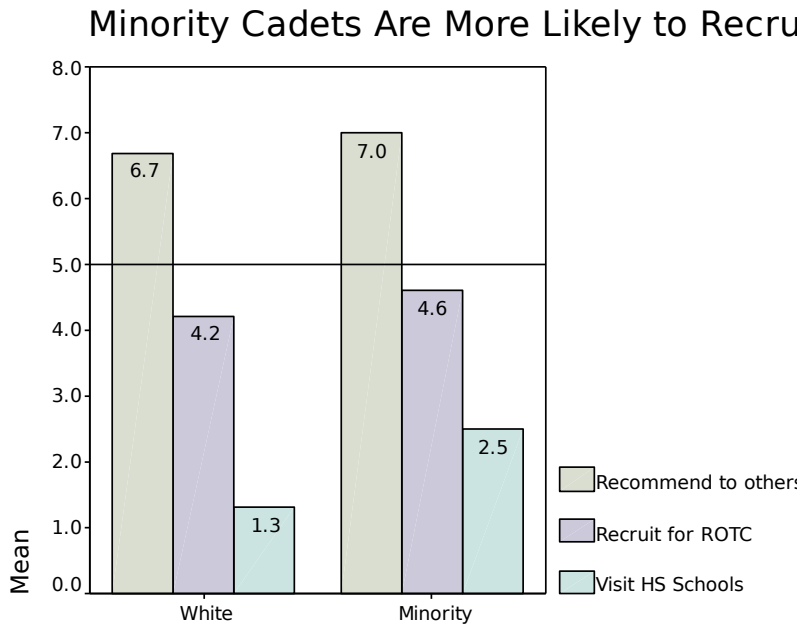
The message that ROTC will help in a future career is best sales point in retaining cadets to commission.



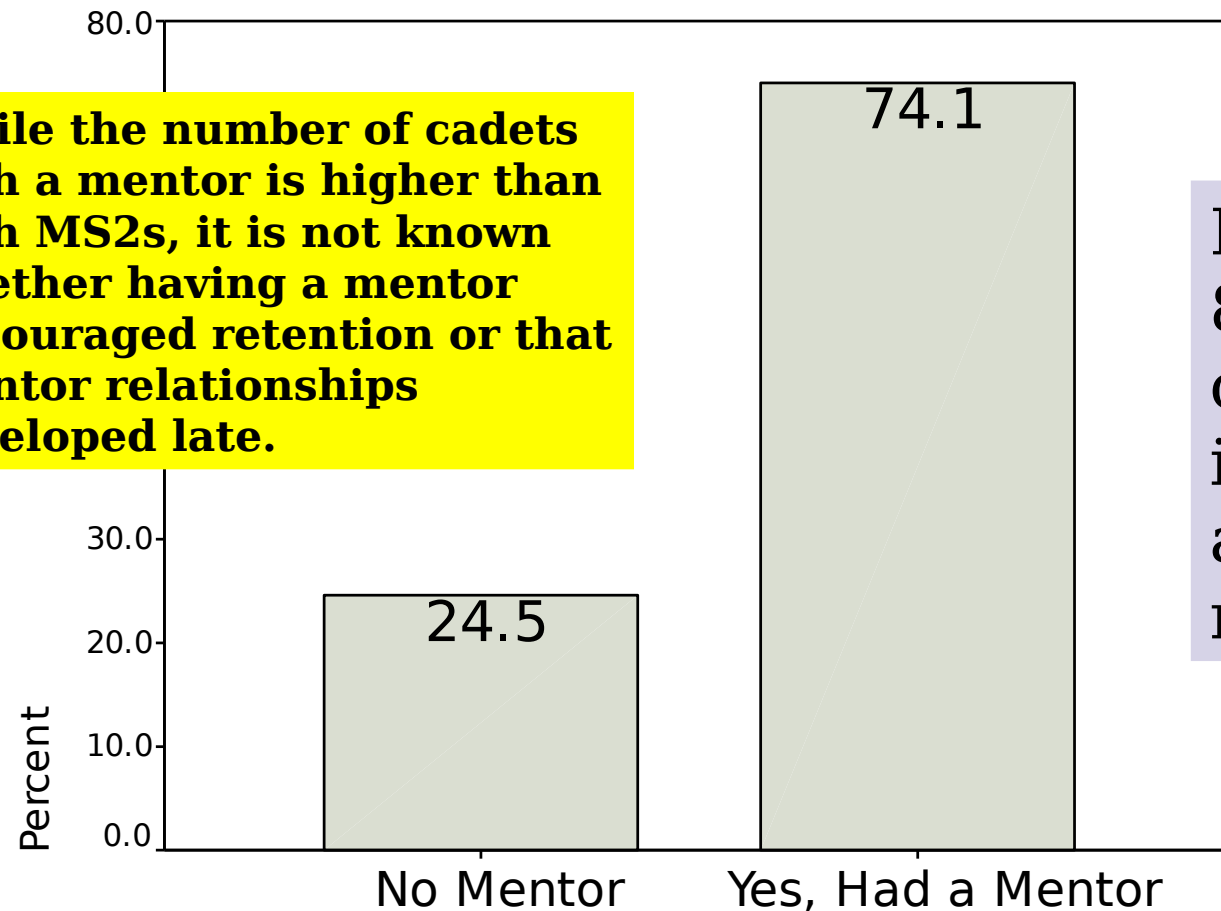
Cadet Recruitment Is Not Universal or Free

MS4 Cadets Recommend ROTC Often;

But Less Often Recruit, and Rarely Visit HS



Most MS4s Had Mentors Among Cadre



While the number of cadets with a mentor is higher than with MS2s, it is not known whether having a mentor encouraged retention or that mentor relationships developed late.

In 1999, 86% of cadets identified a role model.

Summary of Retention to Commission, and Recruiting:

✓ Cadet Finances:

- Cadets pay for over half the costs of going to school from other than scholarships and stipends.**
- White cadets work less often during the school year.**
- Working is correlated to extending the time to complete a degree.**
- 10-15% of costs are paid by loans, 8-10% are paid by parents.**

✓ Scholarships:

- Scholarship cadets indicate that the scholarship is very important to staying in school.**
- White cadets who apply are more likely to get a scholarship, while African-American cadets are less likely.**

Branching Decisions:

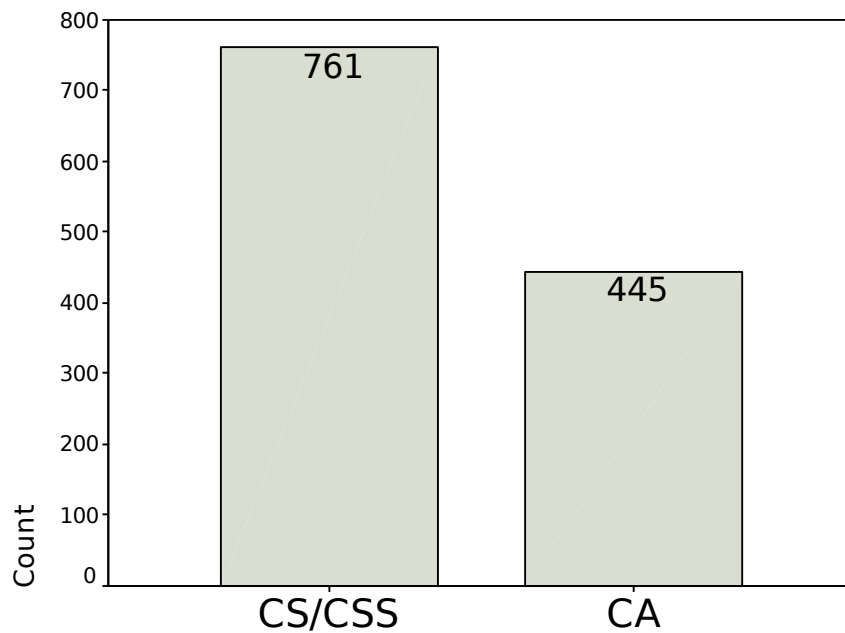
- **Why did cadets make their branch choices**
- **Differences by Ethnicity**
- **Transference of skills to civilian marketplace**

ts concerned about transferring of skills to a civilian job were not
to branch combat arms. Those who were concerned about balancing
ing with their academic major were also negatively propensed to
combat arms. Cadets who believe that combat arms will be helpful
in a future non-military career were positively propensed.

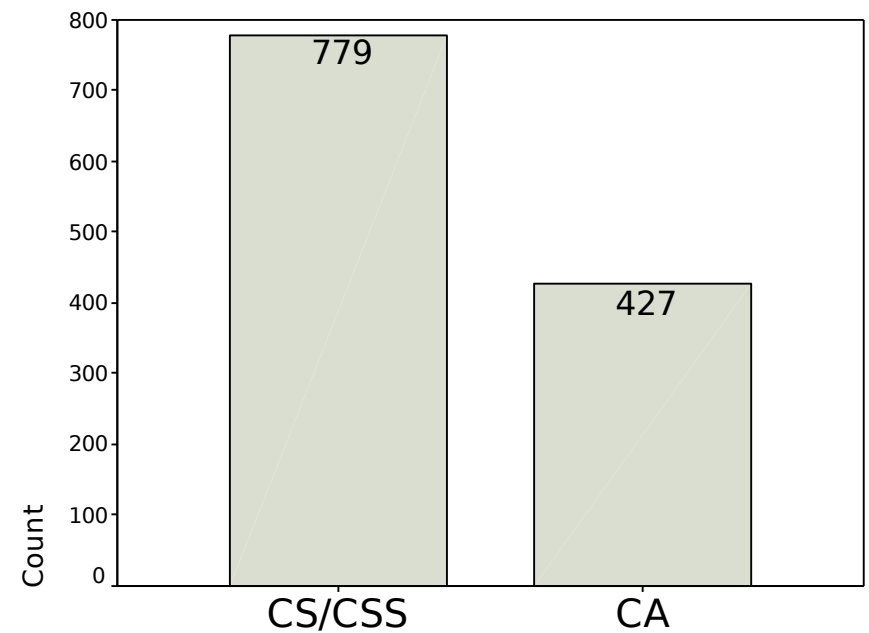
		Selected CA First Choice
Combat Arms is helpful in a future civilian career	Pearson Correlation	.302
	Sig. (2-tailed)	.000
Transferring skills to civilian job influenced branch choice	Pearson Correlation	-.466
	Sig. (2-tailed)	.000
First assignment (school location) influenced branch choice	Pearson Correlation	-.162
	Sig. (2-tailed)	.000
Matching college degree influenced branch choice	Pearson Correlation	-.372
	Sig. (2-tailed)	.000
Competition for promotion influenced branch choice	Pearson Correlation	-.171
	Sig. (2-tailed)	.000
Travel opportunity influenced branch choice	Pearson Correlation	-.075
	Sig. (2-tailed)	.010
Family tradition influenced branch choice	Pearson Correlation	-.006
	Sig. (2-tailed)	.827
ROTC experiences will help in future non-military career	Pearson Correlation	-.068
	Sig. (2-tailed)	.020

Majority of Cadets Did Not Select Combat Arms as First or Second Choice

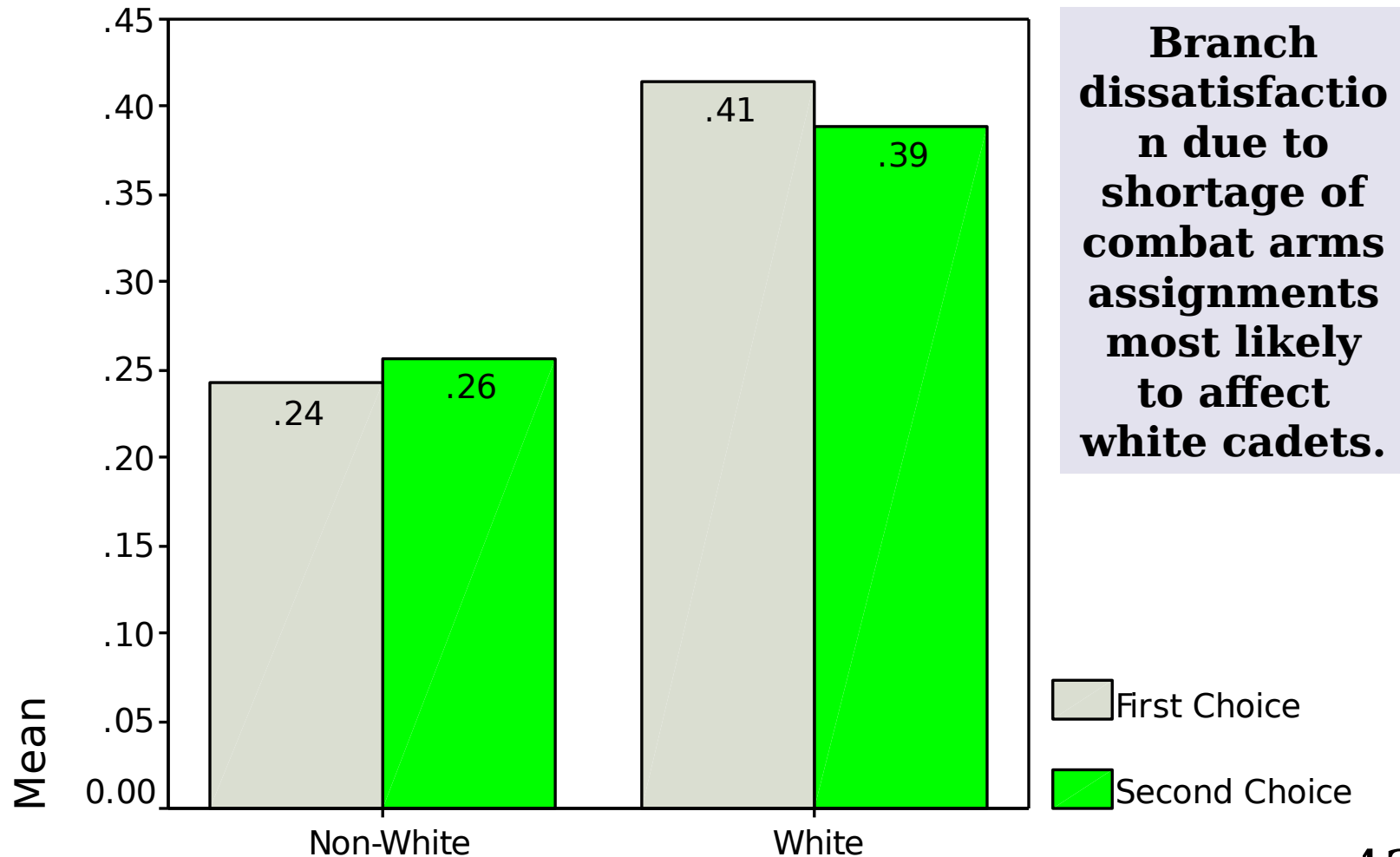
First Choice Combat Arms



Second Choice Combat Arms

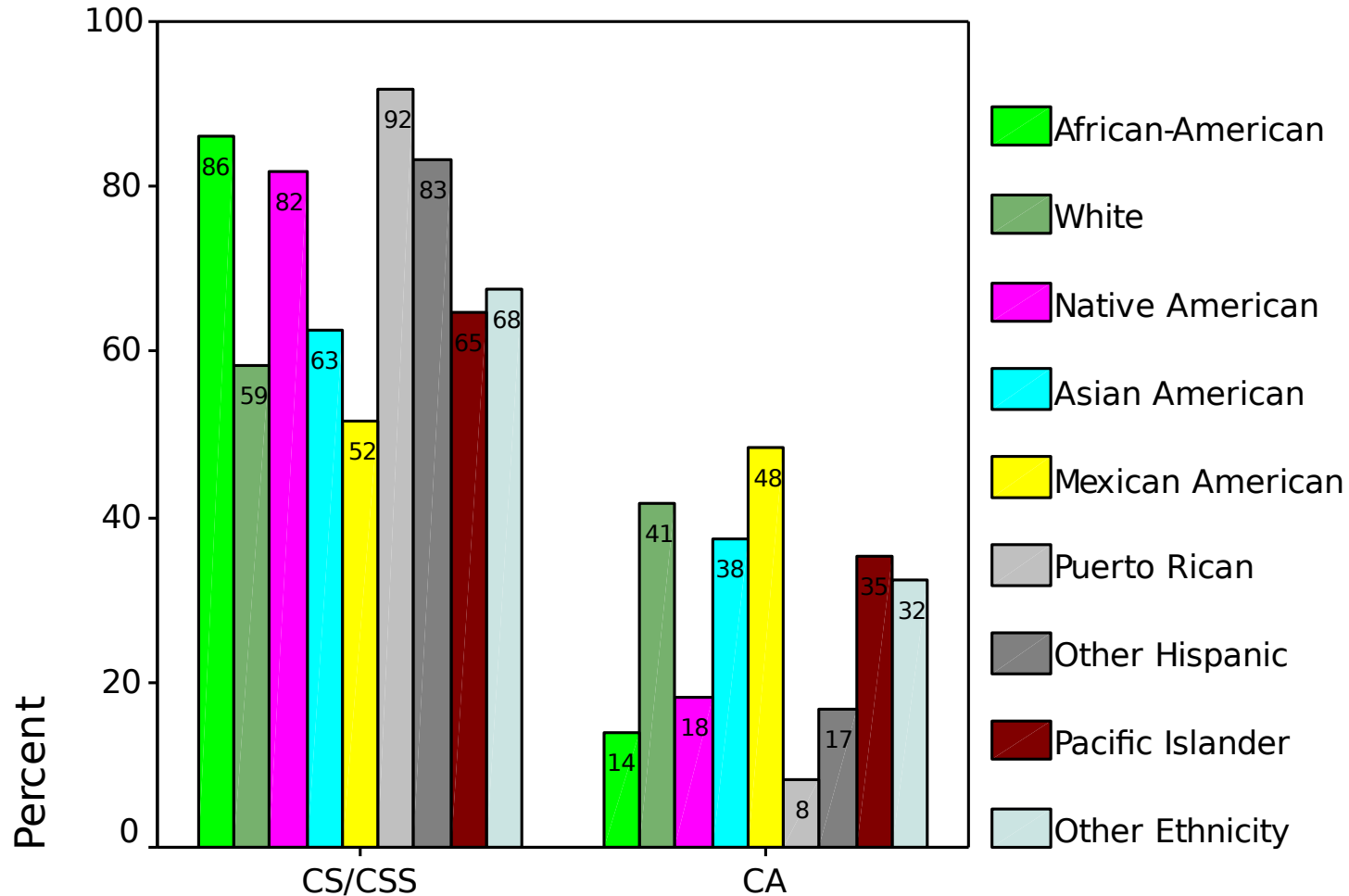


White Cadets Far More Likely to Select Combat Arms as First or Second Choice



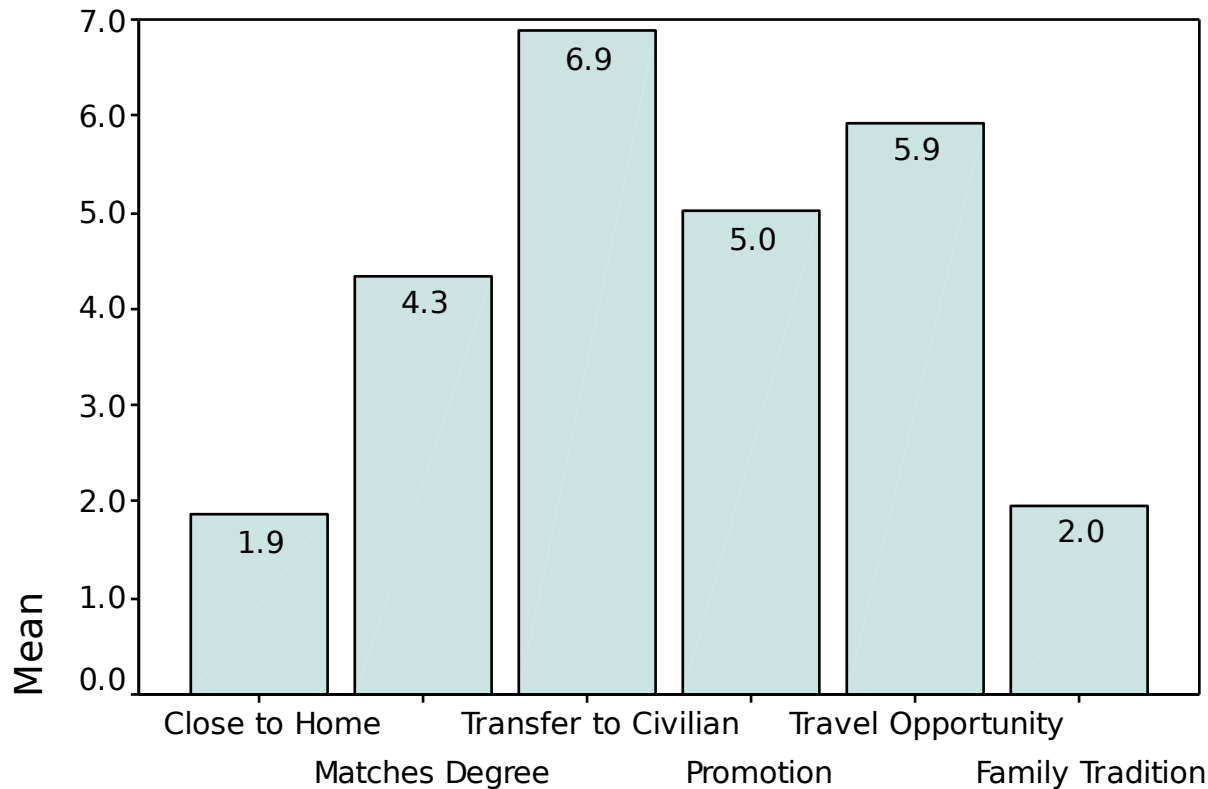
Whites, Chicanos Most Frequently Picked CA

Puerto Ricans, African-Americans Least Frequently



Transfer of Skills to Civilian Market

Greatest Reason for Choosing Branch



Transfer of skills to civilian market was an issue significantly more for minorities in 1997. In 1998 and 1999, white cadets became more concerned about their

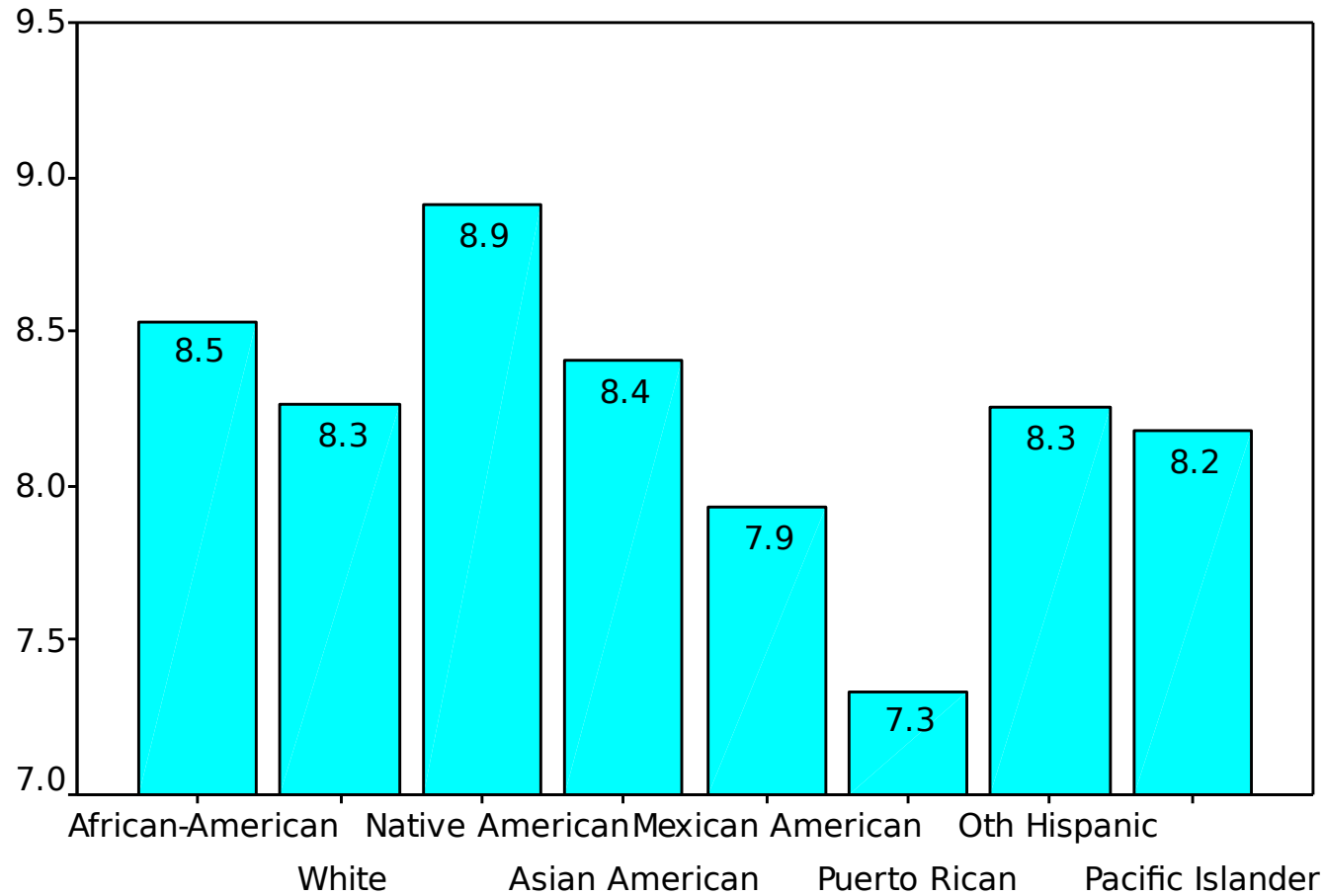
Coefficients^a

Model		Standardized Coefficients	Sig.
		Beta	
1	(Constant)		.000
	WHITE	-.083	.065
	HISPANIC	-.023	.518
	AFRICANA	.083	.041

a. Dependent Variable: TRAN_CIV

Native Americans, African-Americans and Asian Americans

Believe that Army ROTC Help Future Non-Military Careers



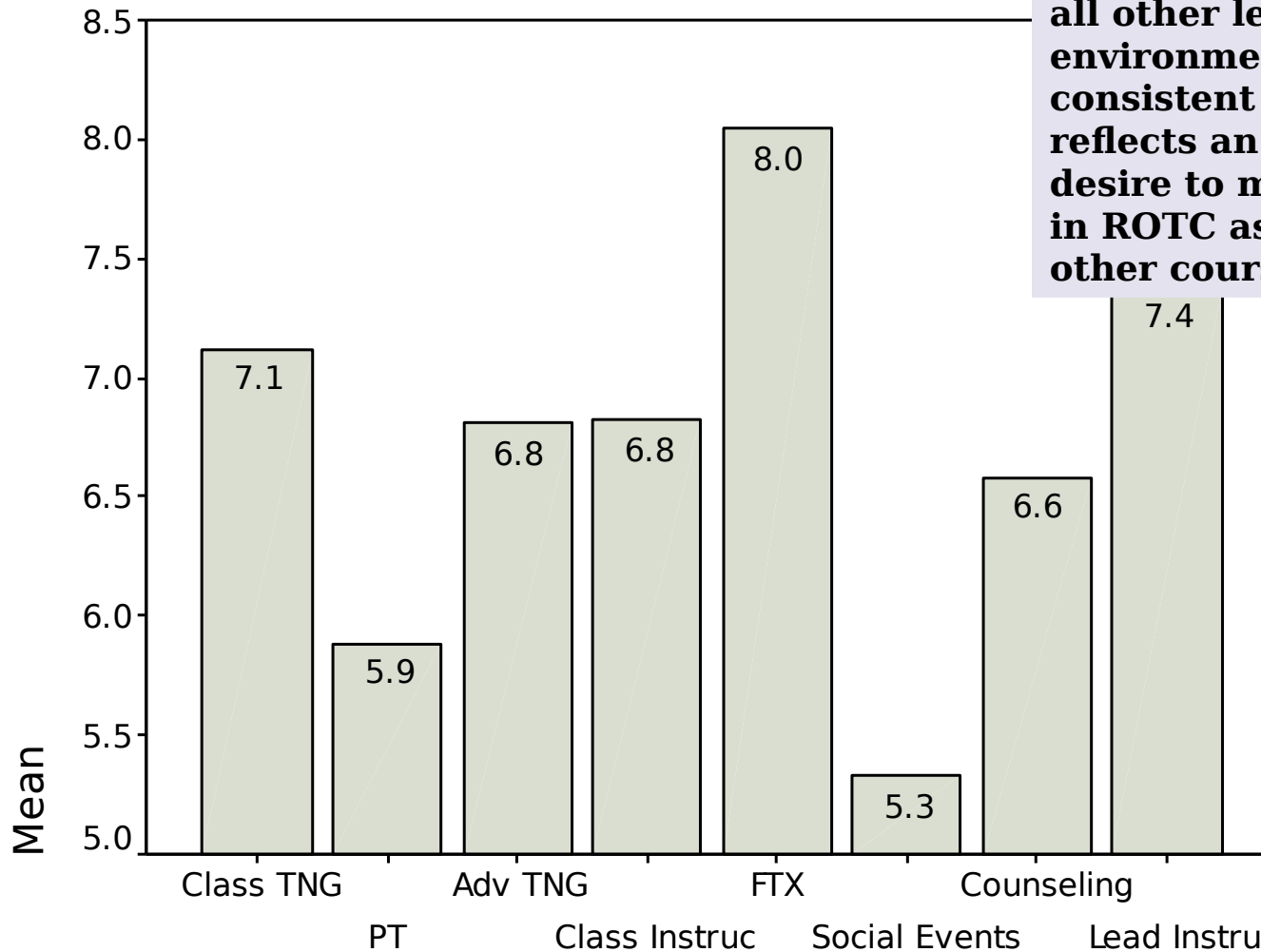
Summary of Branching Decisions:

- ✓ Reason for inclusion of Branching Decision was to eliminate one of the annual surveying requirements and roll up into the MS4 survey.**
- ✓ Reasons for Branch Decision:**
 - Increasingly, cadets choose their branch based on the transferability of skills to the civilian workforce.**
 - The perception of cadets, and to a lesser degree even those branching combat arms, is that the combat arms does not provided skills useful in the civilian sector.**
 - White cadets more frequently select**

General Attitudes Toward Program Content

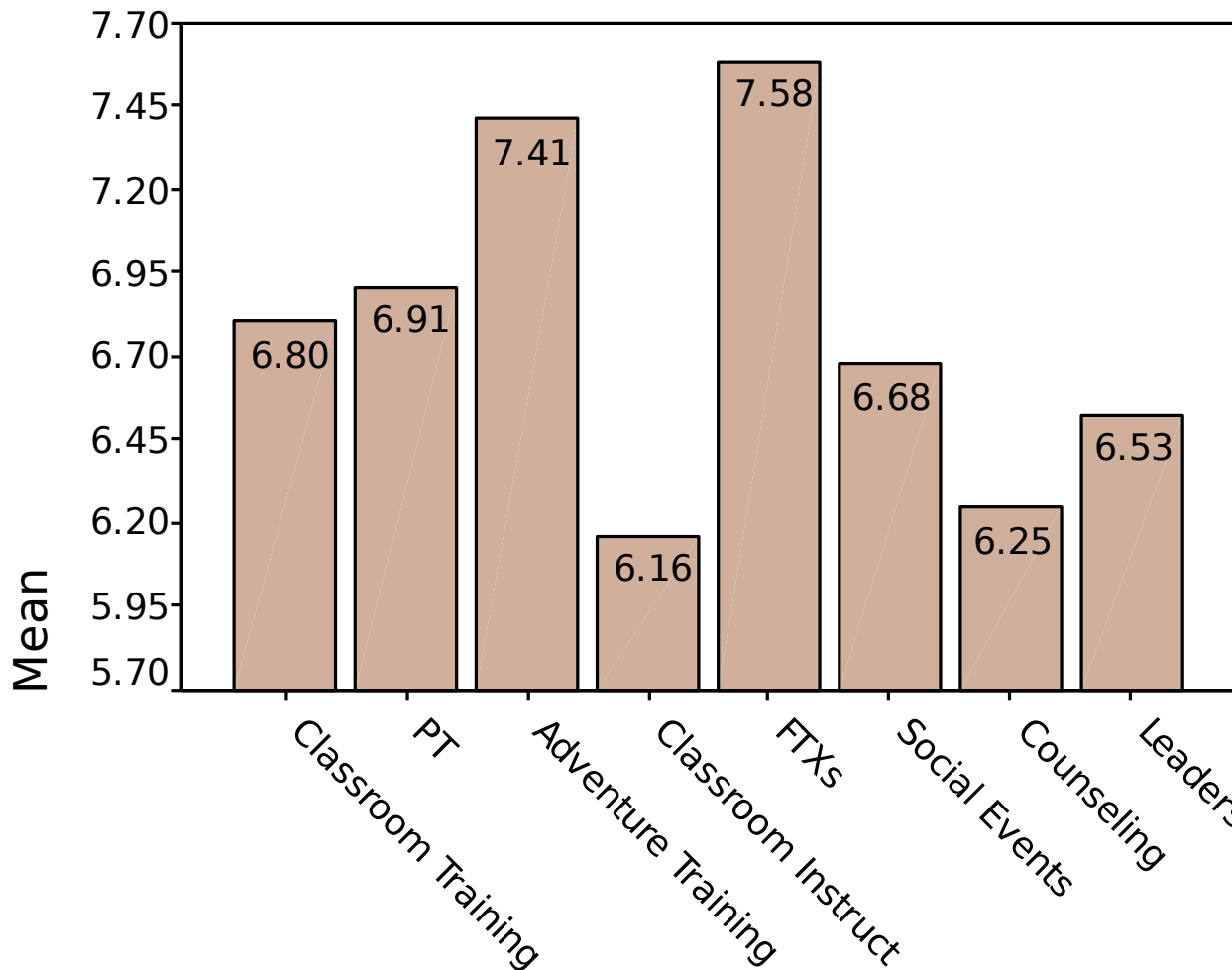
- **Where cadets learned the most**
- **What the cadets felt about program elements**
- **Preparation for Advanced Camp**
- **What cadets believed required improvement:**
 - **Classroom Space**
 - **Training Aids/Equipment**
 - **Library**
 - **Cadre**
 - **Computers**

Where Cadets Learned the Most



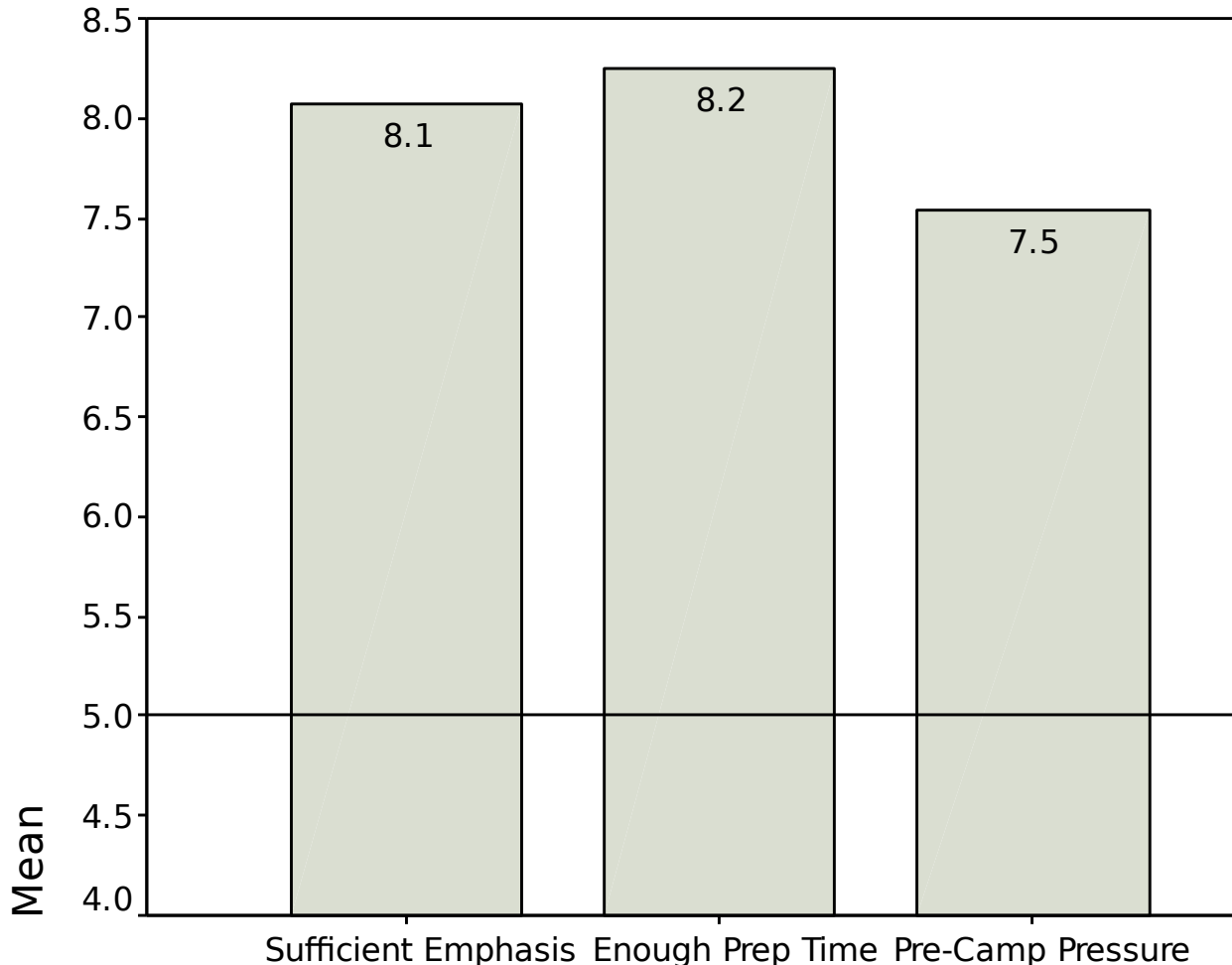
FTXs continue to outpace all other learning environments. This is a consistent finding and reflects an overwhelming desire to make learning in ROTC as least like other courses as possible.

MS4 Cadet Ratings of Instructional Activities



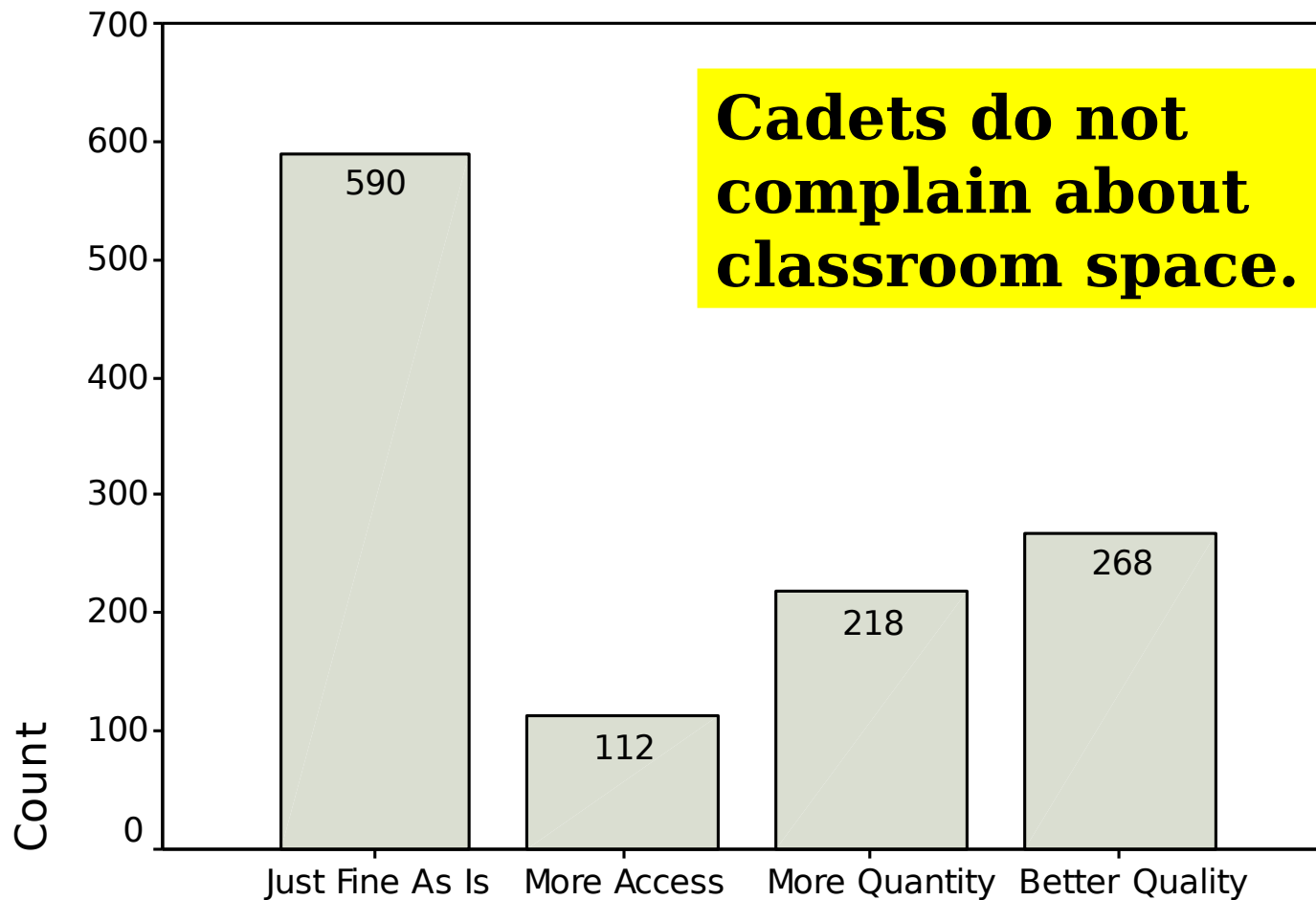
FTXs, outdoor activities, PT and Classroom Training are rated high. Classroom instruction and counseling are at the low end of MS4 ratings. POI should avoid static and passive learning situations, and to the degree possible, make learning an outdoors experience.

Advanced Camp Attitudes



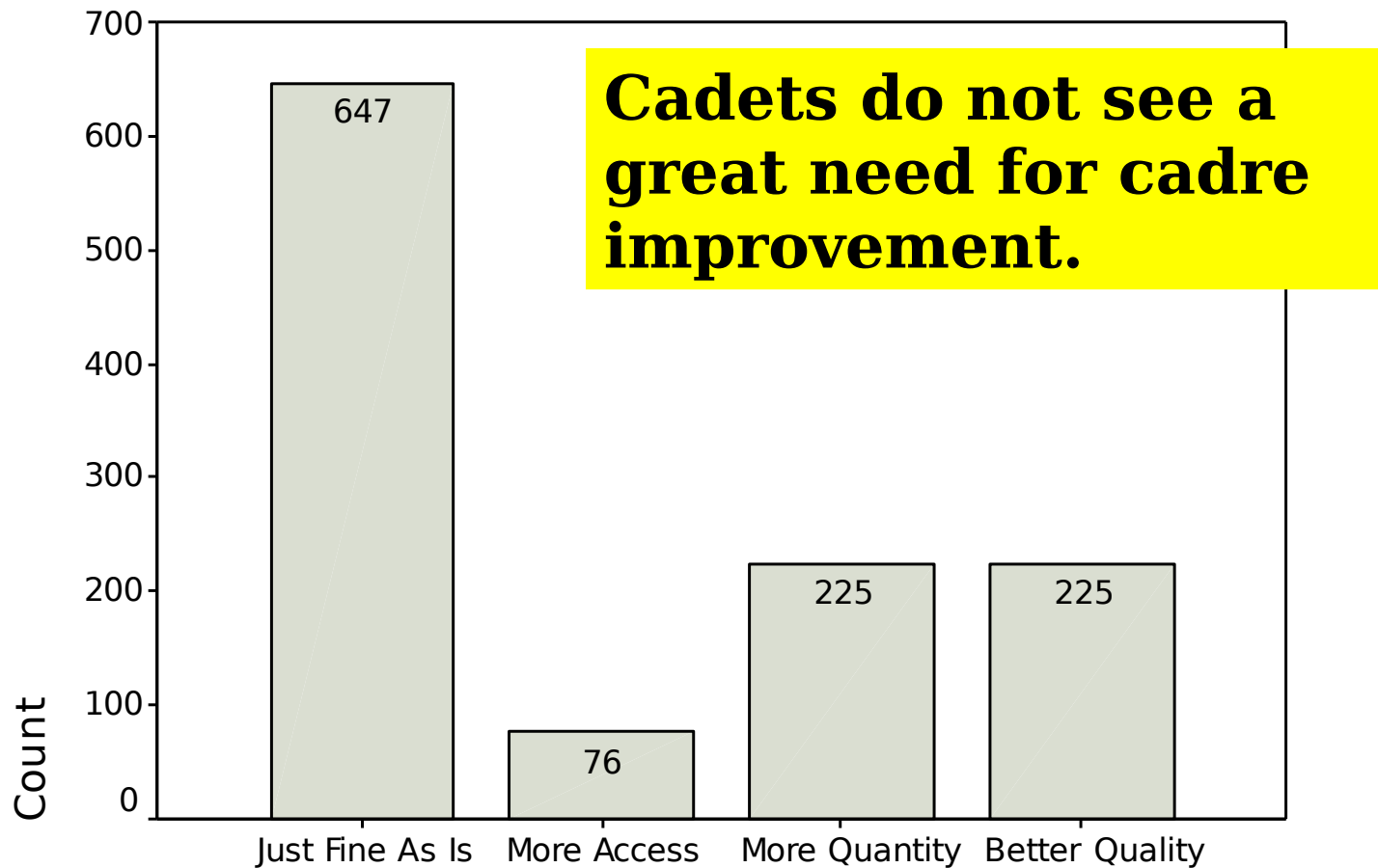
Cadets believe that there is more than enough emphasis on preparation for Advanced Camp. Expected is a value of 5. Mean ratings of 7 and above indicate that the cadets believe that preparation for camp was overly sufficient.

Campus Improvements to Benefit ROTC



Classroom Space

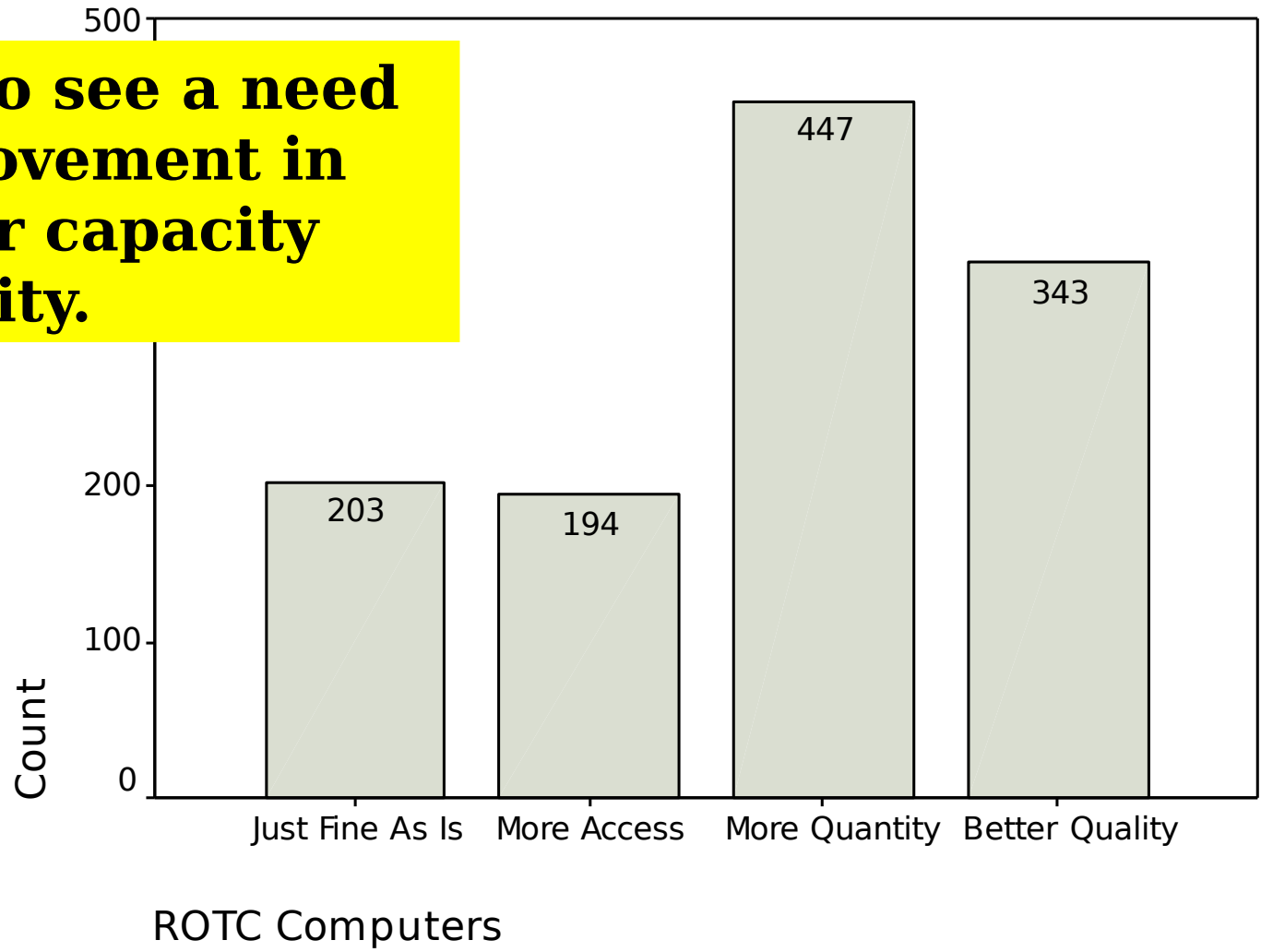
Campus Improvements to Benefit ROTC



Cadre

Campus Improvements to Benefit ROTC

Cadets do see a need for improvement in computer capacity and quality.

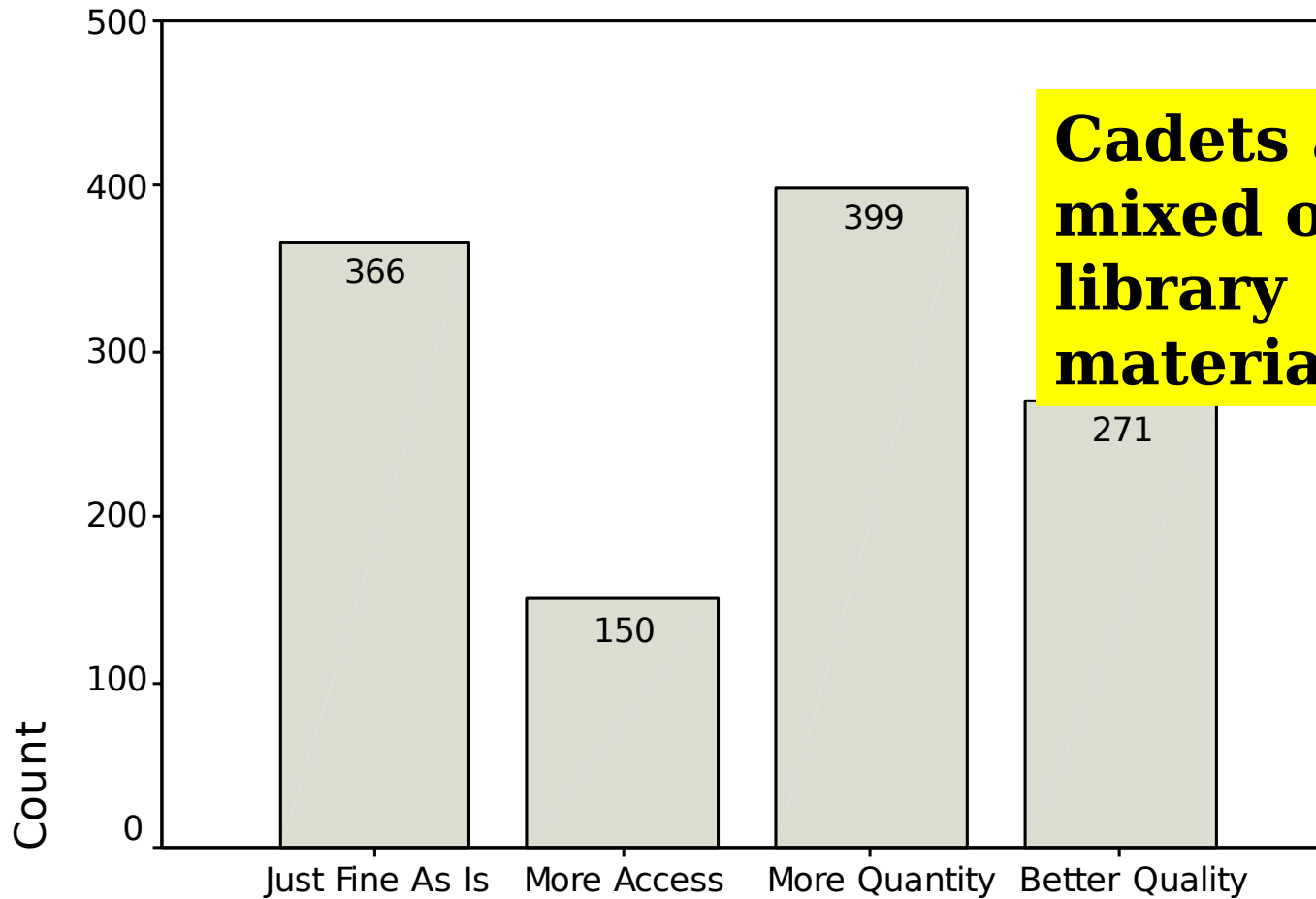


Campus Improvements to Benefit ROTC

Cadets do see a great need for improvement in training equipment.



Campus Improvements to Benefit ROTC



Library Materials

Summary of Perceptions of Army ROTC:

- ✓ Generally, MS4 cadets are extremely positive toward the program, but slightly less so than MS2s.**
- ✓ MS4s not only like FTXs and hands on training, they claim to learn much more from these non-traditional educational experiences.**
- ✓ MS4s believe that there is more than enough effort toward preparation for advanced camp.**
- ✓ Cadets don't see much need for improvement of classrooms or cadre, but do see a need for more training materials and computers.**

Research Recommendations Summary

- ✓ MS4 cadets are interested in and stay in ROTC because of the non-traditional nature of the curriculum. **Need to reinforce activities outside the classroom, preferably with a physical dimension. Need to focus on hands-on training and active learning experiences in the classroom. Anything that is passive, including lectures, viewing videos or films, non-interactive computer instruction, or instructional slide shows will distract from retention and according to cadets, the learning content.**
- ✓ Scholarships are important to a cadet's remaining in school for those cadets who have scholarships. **Need to provide assessment of impact of scholarships to the colleges to explain the importance of ROTC to their local program. Need to couple with an explanation of how some schools provide other incentives, including payment of room and board.**
- ✓ Things to improve retention:
 - **Decrease Advance Camp preparation time and emphasis.**
 - **Since 35% of MS4s' costs of schooling comes from loans, parents or working, need to increase financial reliance on Army ROTC through scholarships, stipends, and, potentially, loan repayment.**
 - **Create a more positive view of ROTC on campus by marketing and public affairs campaign. It should include informational posters and flyers, possibly a game CD ROM with information on ROTC, visible activity like helicopter lift exercises, modular rock climbing (like USAREC's) display, confidence course or other adventure activities on campus.**

Research Recommendations Summary

- ✓ Scholarship mix is beginning to favor short term scholarships. While this is not a critical issue at some schools, it is at others, predominantly high-cost prestigious schools. The residual costs encountered in the first year or two with scholarship cadets will probably include 15-25% loans that must be repaid as lieutenants. **Army should support the provision for loan repayment for NDSL and other nationally sponsored loans for cadets commissioning through ROTC. An appropriate pay back would be one-third per year of every year served on active duty. The RC should work a similar issue.**
- ✓ More cadets state that it takes longer to reach a baccalaureate than before. This creates a problem in mission alignment but provides and opportunity in paying for additional loan requirements levied against the cadets. **Need to work the loan repayment issue for these cadets as well as planning for longer periods of scholarships.**
- ✓ Most cadets come from a family with a military background. **As the number of youth from military families decreases, it is critical to outreach to non-military families with ROTC message. Need to broadcast the Army ROTC message beyond the military family group. The low propensity and constricting market mandates a large influx of national awareness advertising, enfranchising high school counselors with quick reference material in print and electronic form and projecting a larger profile image. If not, the market will constrict more and chances of making the commission mission will become minute.**

Training Issue

P&A Issue

O&E Research Issue

Marketing Issue

Research Recommendations Summary

- ✓ Parents and siblings are the most effective influencers of cadet participation. **Therefore, ROTC must get the message to the family early to influence the student.**
 - ✓ **Need to promote “how to pay for college” seminars to families with multiple children in conjunction with USAREC or alone.**
 - ✓ Most cadets chose a mentor. Not having identified a mentor or role model puts the cadet at risk for completion and commissioning. Mentoring theory establishes the prime age for mentoring first time as 31-37 years old. Young men seek mentors at 20-25 years old, but almost exclusively from those 31-37 as shown in previous surveys. This natural function is jeopardized by older cadre. Movement toward contracted cadre may mean fewer appropriate age mentors selected.
- General Comments **pressuring for AC officer staffing.**

- ✓ Cadets are more at risk the longer they remain in the program.
- ✓ Key issues with MS4s include the requirement to mentor and take advantage of role model status of cadre to enhance retention; therefore, the quality of cadre, their age, and their career satisfaction are essential elements of retaining cadets through MS4, 5, 6 or completion status.
- ✓ MS4 cadets are sensitive to and critical of training equipment available.

Training Issue

P&A Issue

O&E Research Issue

Marketing Issue